



Aboriginal Report 2016/17 - 2020/21

How Are We Doing?

Province (Public Schools Only)

[electronic version of report: https://studentsuccess.gov.bc.ca/](https://studentsuccess.gov.bc.ca/)

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2016/17 - 2020/21	
Students Who Self-Identify as Aboriginal, 2011/12 - 2020/21	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students with Disabilities or Diverse Abilities (12 Categories)	8
Students with Disabilities or Diverse Abilities (Groups)	9
Grade Distribution of Students with Behaviour Disabilities	10
Foundation Skills Assessment (FSA) Grades 4 and 7, 2016/17 - 2020/21	
Reading Comprehension, Grade 4	11
Writing, Grade 4	12
Numeracy, Grade 4	13
Reading Comprehension, Grade 7	14
Writing, Grade 7	15
Numeracy, Grade 7	16
Graduation Assessments & Course Marks, 2020/21	
Grade 10 Numeracy Assessment	17
Grade 10 Literacy Assessment	18
Course Mark Overview	19
English 10 (Combined)	20
English First Peoples 10 (Combined)	21
Foundations of Math and Pre-calculus 10	22
Workplace Math 10	23
Science 10	24
Life Sciences 11	25
Pre-calculus 11	26
Science for Citizens 11	27
BC First Peoples 12	28
English First Peoples 12	29
English 12 (Combined)	30
Foundations of Math 12	31
Contemporary Indigenous Studies 12	32
First Nations Languages Courses	33
Transitions, 2015/16 - 2020/21	
Progress of Students Entering Grade 8 in September 2015, by Cohort and Gender	34
School Completion, 2016/17 - 2020/21	
Five-Year Completion Rate, by Cohort and Gender	35
Six-Year Completion Rate, by Cohort and Gender	36
Six, Seven and Eight-Year Completion Rates, 2013/14 - 2015/16 Cohorts	37
BC School Completion Certificate and BC Certificate of Graduation	38
BC Adult Graduation Diploma	39
Education Experiences of Children and Youth in Care, 2015/16 - 2019/20	
Enrolment in Care by Aboriginal Status and Gender	41
Six-Year Completion by Aboriginal Status and Gender	41
Graduation Rates by Aboriginal Status and Gender	41
Post-Secondary Transitions, 2016/17 - 2019/20	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	42
Student Learning Survey Results, 2016/17 - 2020/21	
Overview	44
Survey Results, grade 3/4	45
Survey Results, grade 7	47
Survey Results, grade 10	59
Survey Results, grade 12	51
Glossary	53

ABORIGINAL REPORT - HOW ARE WE DOING?

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-Year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website:

[\(https://studentsuccess.gov.bc.ca/\)](https://studentsuccess.gov.bc.ca/)

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

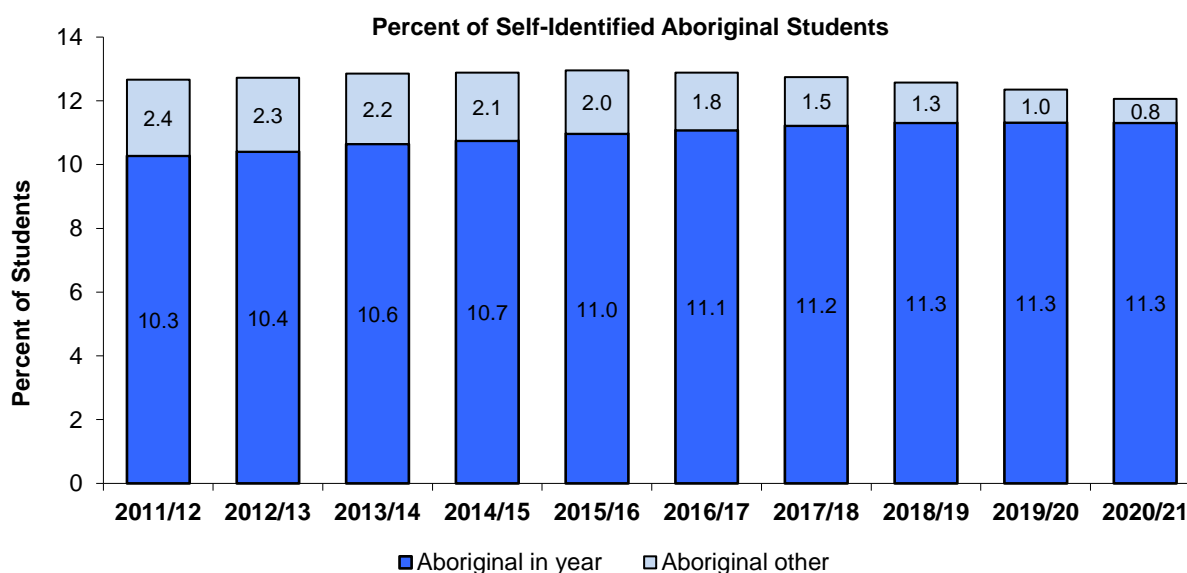
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	All Students #	SIA in Year*		SIA Only in Other Year(s)*		Never SIA*	
		#	%	#	%	#	%
2011/12	569,733	58,531	10.3	13,630	2.4	497,572	87.3
2012/13	564,529	58,717	10.4	13,092	2.3	492,720	87.3
2013/14	558,983	59,502	10.6	12,369	2.2	487,112	87.1
2014/15	552,786	59,382	10.7	11,831	2.1	481,573	87.1
2015/16	553,376	60,706	11.0	11,009	2.0	481,661	87.0
2016/17	557,625	61,799	11.1	10,043	1.8	485,783	87.1
2017/18	563,241	63,181	11.2	8,610	1.5	491,450	87.3
2018/19	568,982	64,326	11.3	7,242	1.3	497,414	87.4
2019/20	575,999	65,214	11.3	5,909	1.0	504,876	87.7
2020/21	568,283	64,271	11.3	4,269	0.8	499,743	87.9



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

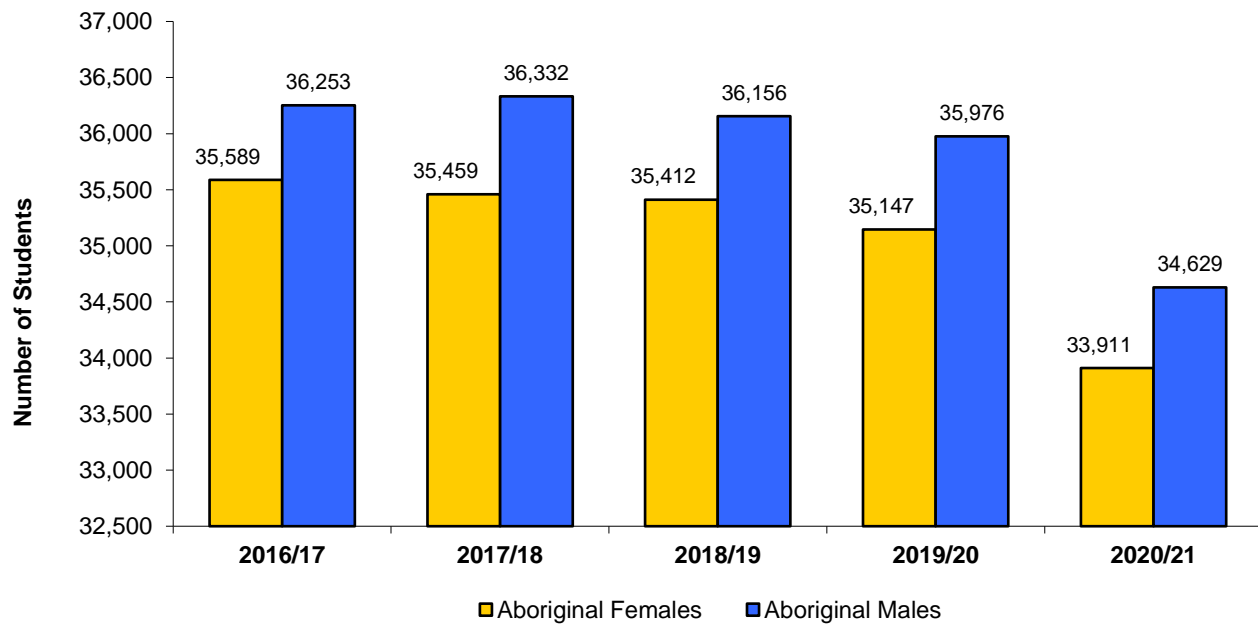
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. Column (3) shows students who have never identified themselves as Aboriginal.

ABORIGINAL STUDENTS BY GENDER

School Year	All Students	Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students
		#	%	#		#	
2016/17	557,625	71,842	12.9	35,589	6.4	36,253	6.5
2017/18	563,241	71,791	12.7	35,459	6.3	36,332	6.5
2018/19	568,982	71,568	12.6	35,412	6.2	36,156	6.4
2019/20	575,999	71,123	12.3	35,147	6.1	35,976	6.2
2020/21	568,283	68,540	12.1	33,911	6.0	34,629	6.1

Number of Aboriginal Students by Gender



ABORIGINAL STUDENTS, ON- OR OFF-RESERVE

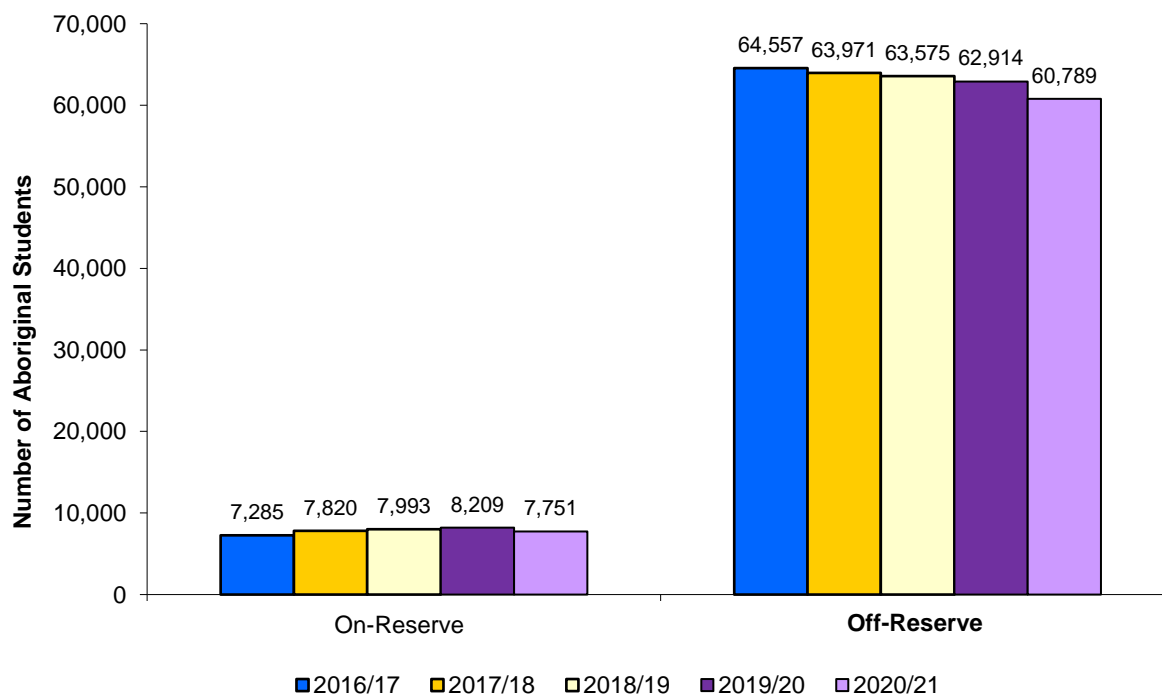
September Count

On-Reserve					Off-Reserve		
School	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2016/17	71,842	3,579	3,706	7,285	32,010	32,547	64,557
2017/18	71,791	3,830	3,990	7,820	31,629	32,342	63,971
2018/19	71,568	3,913	4,080	7,993	31,499	32,076	63,575
2019/20	71,123	4,041	4,168	8,209	31,106	31,808	62,914
2020/21	68,540	3,802	3,949	7,751	30,109	30,680	60,789

February Count

On-Reserve					Off-Reserve		
School	Aboriginal Students	Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal
Year	#	#	#	#	#	#	#
2016/17	71,434	3,557	3,688	7,245	31,848	32,341	64,189
2017/18	71,520	3,802	3,960	7,762	31,585	32,173	63,758
2018/19	71,536	3,929	4,048	7,977	31,518	32,041	63,559
2019/20	70,904	3,991	4,122	8,113	31,032	31,759	62,791
2020/21	68,591	3,762	3,900	7,662	30,204	30,725	60,929

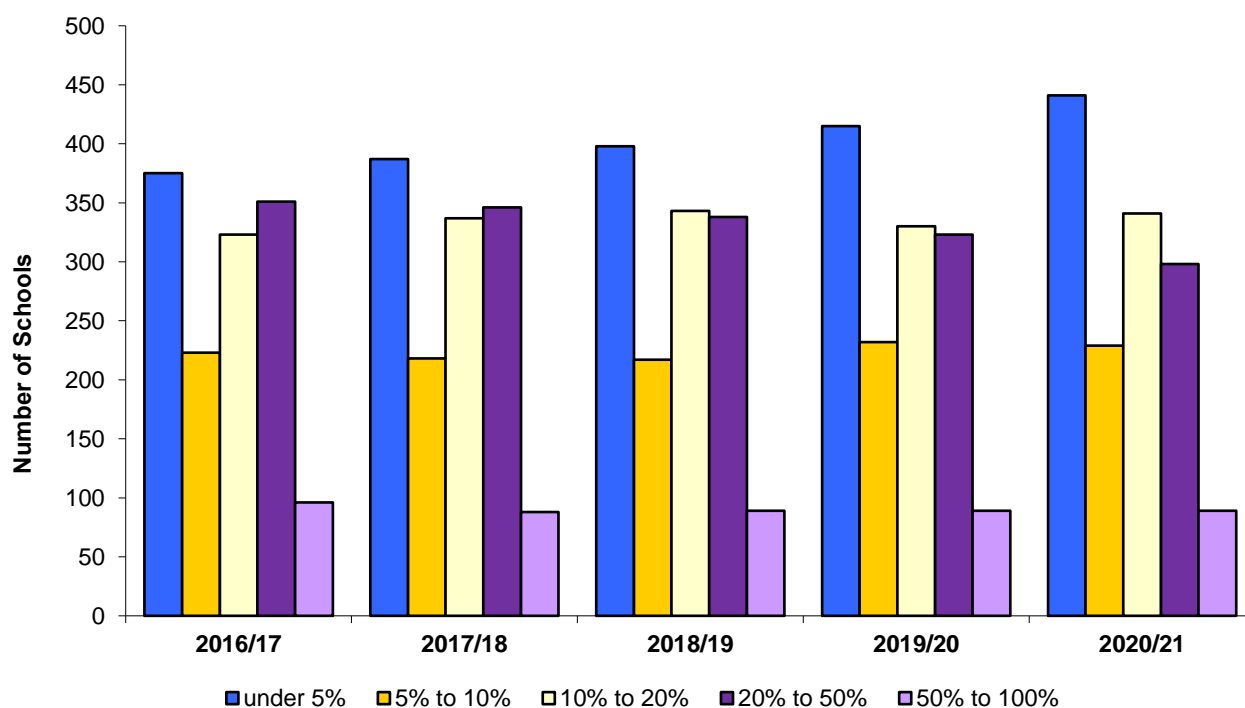
Number of Aboriginal Students, On or Off-Reserve (September Count)



NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	Total Schools #	Number of Schools				
		<u>under 5%</u>	<u>5% to 10%</u>	<u>10% to 20%</u>	<u>20% to 50%</u>	<u>50% to 100%</u>
2016/17	1,368	375	223	323	351	96
2017/18	1,376	387	218	337	346	88
2018/19	1,385	398	217	343	338	89
2019/20	1,389	415	232	330	323	89
2020/21	1,398	441	229	341	298	89

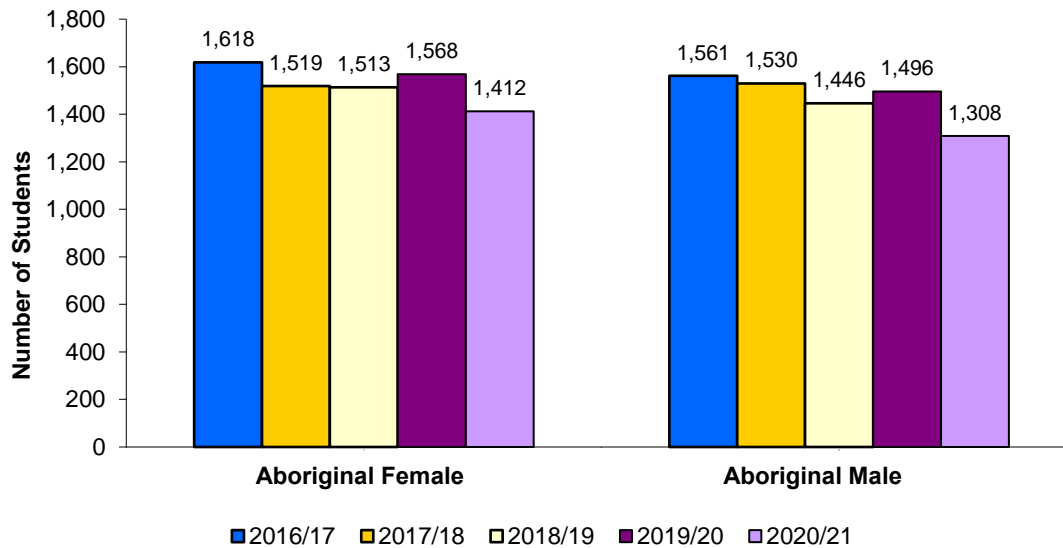
Number of Schools with Aboriginal Students (%)



STUDENTS IN ALTERNATE PROGRAMS

School Year	Aboriginal			Non-Aboriginal		
	Total Students #	Female #	Male #	Total Students #	Female #	Male #
2016/17	3,179	1,618	1,561	4,474	2,020	2,454
2017/18	3,049	1,519	1,530	4,384	1,990	2,394
2018/19	2,959	1,513	1,446	4,293	1,956	2,337
2019/20	3,064	1,568	1,496	4,677	2,136	2,541
2020/21	2,720	1,412	1,308	3,658	1,805	1,853

Number of Aboriginal Students in Alternate Programs



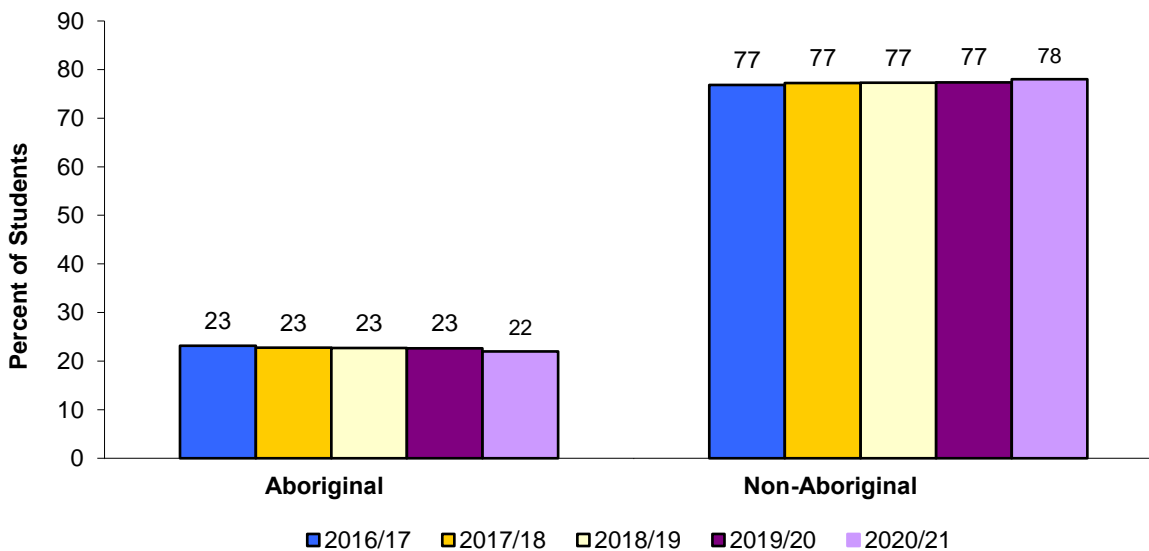
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 CATEGORIES)

The Ministry of Education is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the terms “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	Total 12 Categories #	Aboriginal		Non-Aboriginal	
		Total #	%	Total #	%
2016/17	59,254	13,734	23	45,520	77
2017/18	61,907	14,084	23	47,823	77
2018/19	64,864	14,718	23	50,146	77
2019/20	68,236	15,430	23	52,806	77
2020/21	68,716	15,108	22	53,608	78

Percent of Students with Disabilities or Diverse Abilities (12 Categories)

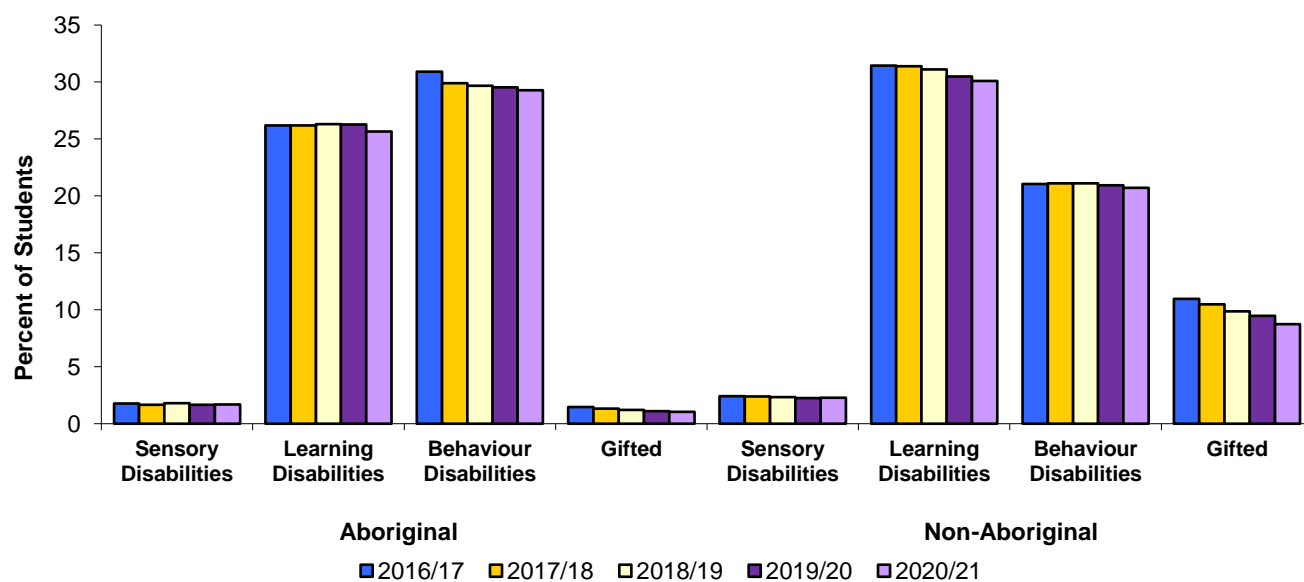


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (GROUPS)

Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes category P (Gifted).

School Year	Abor (12 Cat) #	Non-Abor (12 Cat) #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2016/17	13,734	45,520	244	2	1,098	2	3,598	26	14,310	31	4,246	31	9,580	21	200	1	4,992	11
2017/18	14,084	47,823	234	2	1,139	2	3,688	26	15,009	31	4,211	30	10,090	21	188	1	5,016	10
2018/19	14,718	50,146	265	2	1,176	2	3,870	26	15,600	31	4,365	30	10,576	21	177	1	4,953	10
2019/20	15,430	52,806	257	2	1,191	2	4,053	26	16,091	30	4,555	30	11,058	21	169	1	5,004	9
2020/21	15,108	53,608	254	2	1,216	2	3,876	26	16,124	30	4,423	29	11,099	21	159	1	4,689	9

Percent of Students with Disabilities or Diverse Abilities (Groups)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

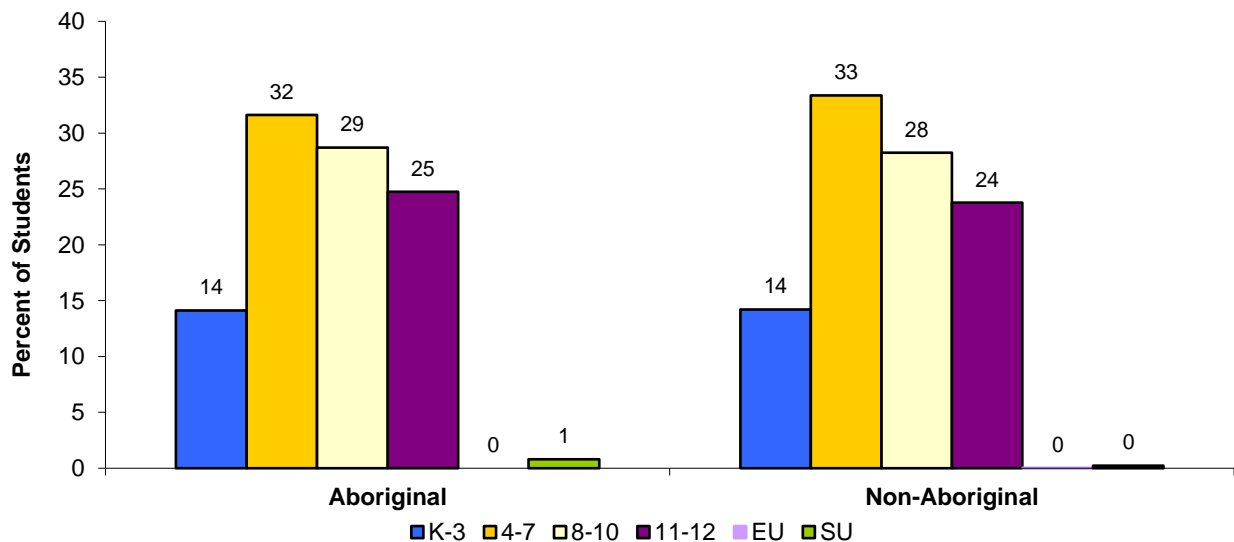
Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2016/17	4,246	739	17	1,210	28	1,208	28	975	23	0	0	114	3
2017/18	4,211	703	17	1,327	32	1,206	29	913	22	0	0	60	1
2018/19	4,365	760	17	1,390	32	1,238	28	907	21	0	0	67	2
2019/20	4,555	766	17	1,447	32	1,286	28	1,003	22	0	0	52	1
2020/21	4,423	625	14	1,399	32	1,270	29	1,094	25	0	0	35	1

Non-Aboriginal Students

School Year	Total Behaviour Disabilities #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2016/17	9,580	1,558	16	2,917	30	2,601	27	2,377	25	0	0	123	1
2017/18	10,090	1,724	17	3,244	32	2,655	26	2,383	24	0	0	78	1
2018/19	10,576	1,786	17	3,534	33	2,757	26	2,403	23	Msk	Msk	Msk	Msk
2019/20	11,058	1,804	16	3,790	34	2,946	27	2,471	22	0	0	44	0
2020/21	11,099	1,576	14	3,704	33	3,135	28	2,638	24	Msk	Msk	Msk	Msk

Percent of Students with Behaviour Disabilities - Grade Distribution 2020/21



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

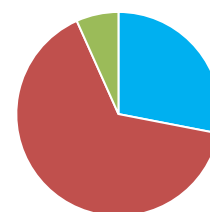
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	3,610	74	1,251	35	2,206	61	153	4
			Emerging		On Track		Extending	
2017/18	4,146	76	1,619	39	2,275	55	252	6
2018/19	4,011	74	1,473	37	2,285	57	253	6
2019/20	3,806	73	1,469	39	2,107	55	230	6
2020/21	3,091	64	867	28	2,017	65	207	7

Grade 4: Aboriginal

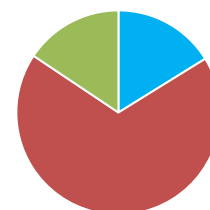


Emerging On Track Extending

GRADE 4: NON-ABORIGINAL

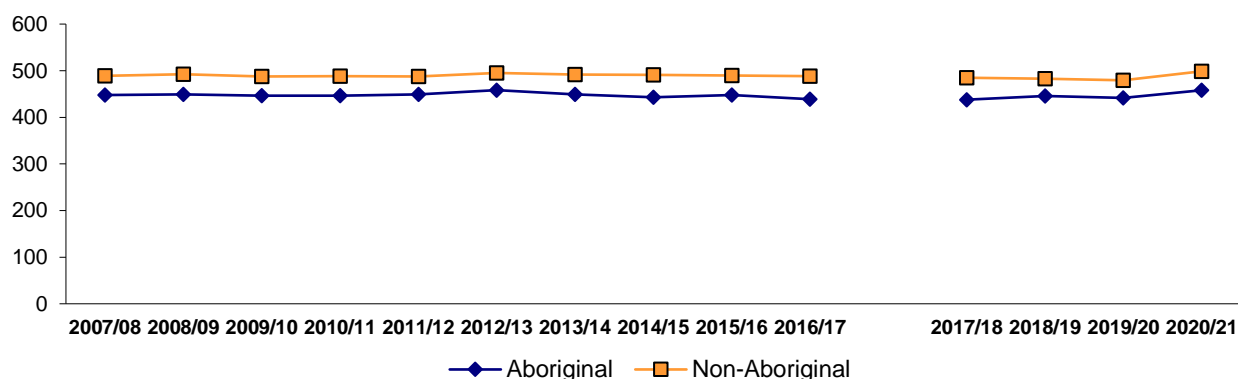
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	26,785	75	4,810	18	18,846	70	3,129	12
			Emerging		On Track		Extending	
2017/18	26,505	75	5,644	21	17,065	64	3,796	14
2018/19	26,363	73	5,906	22	17,050	65	3,407	13
2019/20	25,778	73	6,209	24	16,422	64	3,147	12
2020/21	23,430	65	3,790	16	15,978	68	3,662	16

Grade 4: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 4 Reading



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

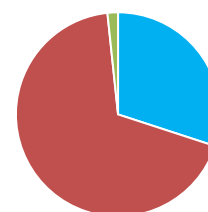
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GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	3,532	72	1,222	35	2,221	63	89	3
			Emerging		On Track		Extending	
2017/18	3,816	70	1,392	36	2,382	62	42	1
2018/19	3,754	70	741	20	2,950	79	63	2
2019/20	3,530	68	1,024	29	2,455	70	51	1
2020/21	2,821	58	847	30	1,927	68	47	2

Grade 4: Aboriginal

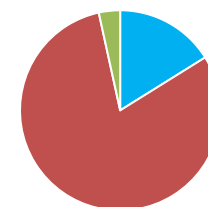


Emerging On Track Extending

GRADE 4: NON-ABORIGINAL

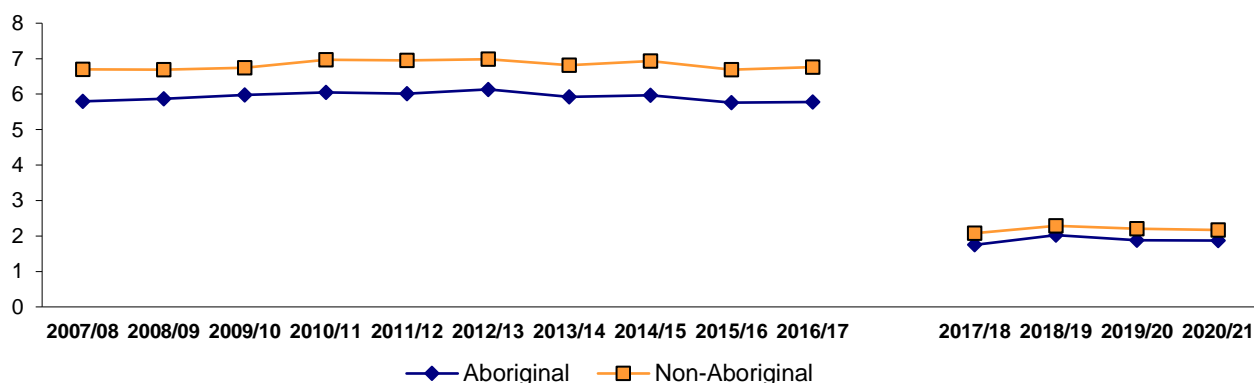
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	26,305	73	4,223	16	20,597	78	1,485	6
			Emerging		On Track		Extending	
2017/18	25,265	72	5,095	20	19,292	76	878	3
2018/19	25,378	70	2,189	9	22,317	88	872	3
2019/20	24,737	70	3,266	13	20,630	83	841	3
2020/21	22,377	62	3,609	16	17,999	80	769	3

Grade 4: Non-Aboriginal



Emerging On Track Extending

Average FSA Score - Grade 4 Writing



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

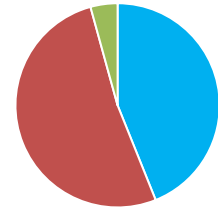
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GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	3,580	73	1,612	45	1,885	53	83	2
			Emerging		On Track		Extending	
2017/18	4,140	76	2,205	53	1,842	44	93	2
2018/19	3,980	74	2,052	52	1,832	46	96	2
2019/20	3,792	73	1,846	49	1,844	49	102	3
2020/21	3,038	62	1,334	44	1,574	52	130	4

Grade 4: Aboriginal

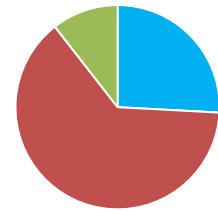


Emerging On Track Extending

GRADE 4: NON-ABORIGINAL

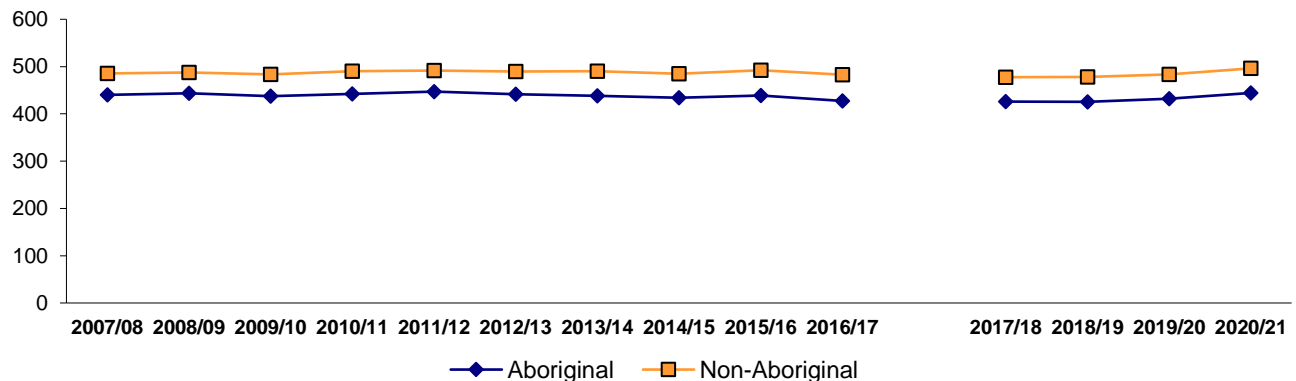
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	26,680	75	6,021	23	18,290	69	2,369	9
			Emerging		On Track		Extending	
2017/18	26,475	75	8,315	31	16,338	62	1,822	7
2018/19	26,278	73	8,056	31	16,478	63	1,744	7
2019/20	25,707	73	7,486	29	16,167	63	2,054	8
2020/21	23,345	64	6,035	26	14,851	64	2,459	11

Grade 4: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 4 Numeracy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

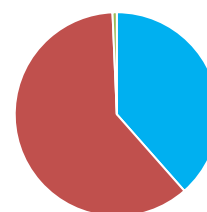
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA Description and Specifications page:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	3,457	72	1,465	42	1,842	53	150	4
			Emerging		On Track		Extending	
2017/18	3,851	73	1,406	37	2,362	61	83	2
2018/19	3,868	72	1,485	38	2,329	60	54	1
2019/20	4,116	73	1,637	40	2,439	59	40	1
2020/21	3,237	59	1,246	38	1,969	61	22	1

Grade 7: Aboriginal

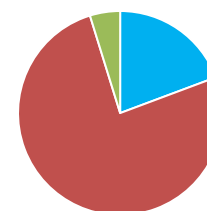


Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

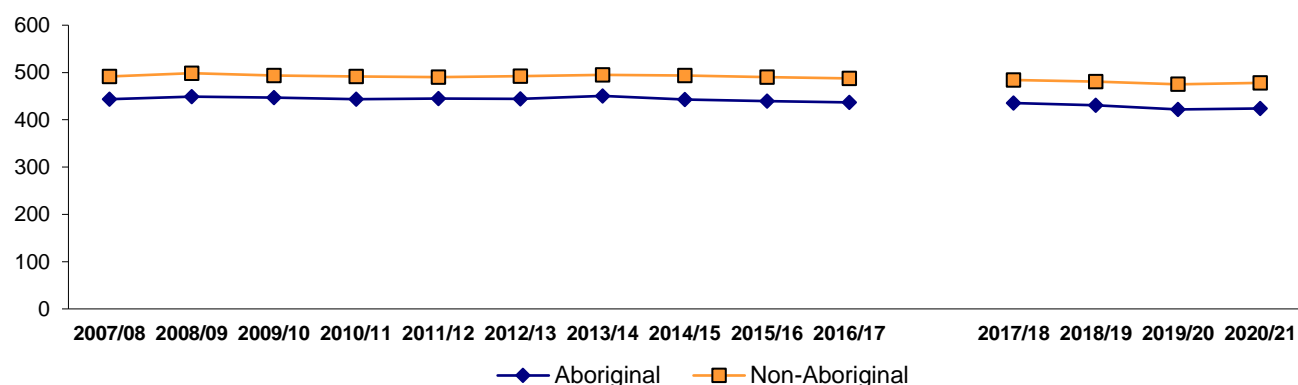
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	25,598	75	6,150	24	16,301	64	3,147	12
			Emerging		On Track		Extending	
2017/18	25,257	74	4,936	20	18,718	74	1,603	6
2018/19	24,926	72	5,127	21	18,337	74	1,462	6
2019/20	26,349	72	5,483	21	19,635	75	1,231	5
2020/21	22,959	62	4,432	19	17,429	76	1,098	5

Grade 7: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 7 Reading



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

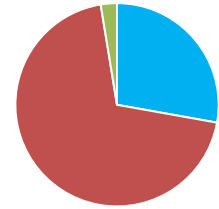
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GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	3,275	68	1,096	33	2,067	63	112	3
			Emerging		On Track		Extending	
2017/18	3,477	66	611	18	2,773	80	93	3
2018/19	3,471	65	649	19	2,698	78	124	4
2019/20	3,722	66	768	21	2,876	77	78	2
2020/21	2,876	52	800	28	2,002	70	74	3

Grade 7: Aboriginal

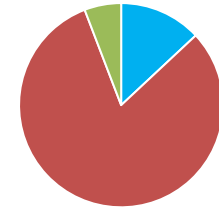


Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

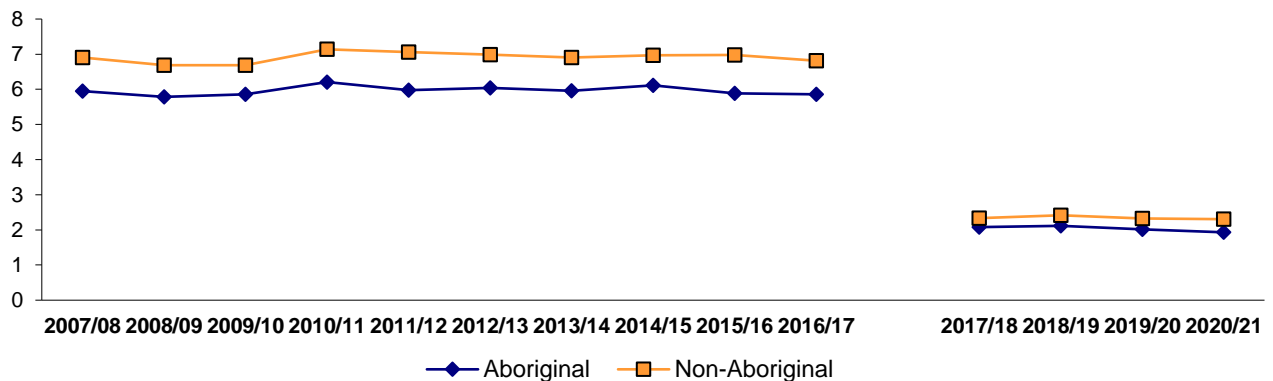
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	25,036	73	3,831	15	19,641	78	1,564	6
			Emerging		On Track		Extending	
2017/18	23,987	70	1,861	8	21,044	88	1,082	5
2018/19	23,644	68	1,981	8	20,019	85	1,644	7
2019/20	25,028	68	2,634	11	21,114	84	1,280	5
2020/21	21,650	58	2,822	13	17,567	81	1,260	6

Grade 7: Non-Aboriginal



Emerging On Track Extending

Average FSA Score - Grade 7 Writing



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

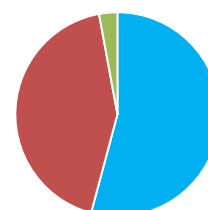
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https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/fsa_description_specification_june2017.pdf

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	3,403	71	1,857	55	1,458	43	88	3
			Emerging		On Track		Extending	
2017/18	3,848	73	2,239	58	1,494	39	115	3
2018/19	3,832	72	2,251	59	1,491	39	90	2
2019/20	4,084	73	2,465	60	1,514	37	105	3
2020/21	3,216	58	1,742	54	1,381	43	93	3

Grade 7: Aboriginal

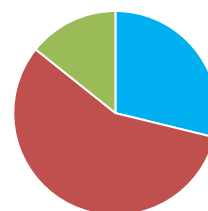


Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

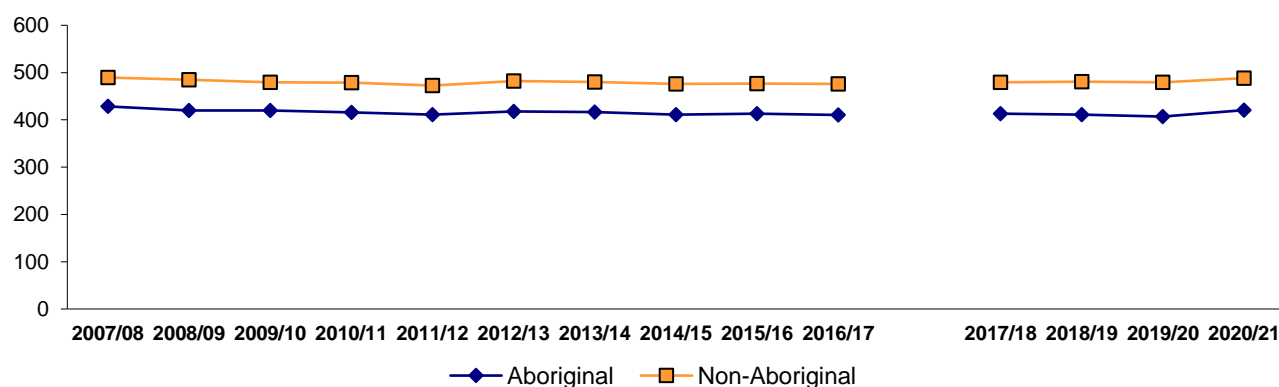
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2016/17	25,505	75	7,109	28	15,568	61	2,828	11
			Emerging		On Track		Extending	
2017/18	25,219	74	7,914	31	14,475	57	2,830	11
2018/19	24,850	72	7,633	31	14,331	58	2,886	12
2019/20	26,259	72	8,588	33	14,220	54	3,451	13
2020/21	22,879	61	6,594	29	13,020	57	3,265	14

Grade 7: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

B.C.'s assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Numeracy Assessment is a provincial measure that assesses student proficiency in numeracy. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

2017/18 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	1,229	21	543	44	521	42	Msk	Msk	Msk	Msk
Non-Aboriginal	12,116	32	2,674	22	5,274	44	3,687	30	481	4

2018/19 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,067	35	966	47	870	42	221	11	10	0
Non-Aboriginal	19,674	52	4,956	25	8,854	45	5,181	26	683	3

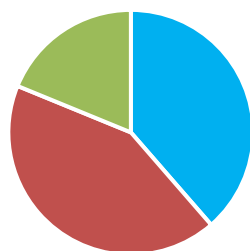
2019/20 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	1,961	33	861	44	746	38	331	17	23	1
Non-Aboriginal	18,128	47	3,822	21	6,610	36	6,648	37	1,048	6

2020/21 Grade 10 (includes Grade 10 first-time Writers only)

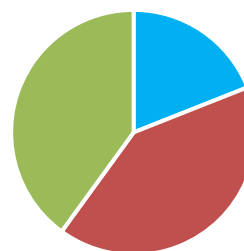
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,376	41	918	39	1,016	43	417	18	25	1
Non-Aboriginal	22,581	59	4,342	19	9,241	41	8,039	36	959	4

Numeracy 2020/21: Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Numeracy 2020/21: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Note:

These figures include Grade 10 first-time writers only. Due to the Covid 19 pandemic, the April 2020 administration was cancelled, resulting in a significant percentage of students not participating in that year's assessment. Consequently, these students will be writing in the following school year(s), thereby impacting participation rates going forward.

The Ministry masking policy <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations> requires suppression of values below 10

in order to protect individual privacy. However, in order to avoid the masked number being easily calculated, the second-lowest number must also be masked. As such, a masked Graduation Assessment category means that either fewer than 10 learners are in that category, or that the category has the next-smallest number, and has been masked to protect the smallest cell size.

GRADE 10 LITERACY ASSESSMENT

BC Residents

B.C.'s assessment system is designed to align with the curriculum. Provincial assessments support a flexible, personalized approach to learning, and measure deeper, complex thinking. In Grade 10, students are required to write cross-curricular assessments in Numeracy and Literacy.

The Grade 10 Literacy Assessment is a new provincial measure that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It assesses a student's ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

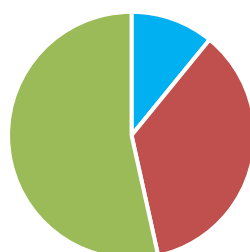
2019/20 Grade 10 (includes Grade 10 first-time Writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,196	37	233	11	732	33	1,164	53	67	3
Non-Aboriginal	20,172	53	763	4	4,044	20	13,094	65	2,271	11

2020/21 Grade 10 (includes Grade 10 first-time Writers only)

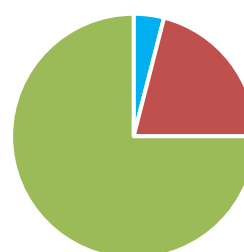
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	2,620	45	284	11	936	36	1,304	50	96	4
Non-Aboriginal	24,806	65	936	4	5,177	21	15,903	64	2,790	11

Literacy 2020/21: Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Literacy 2020/21: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient/Extending

Note:

These figures include Grade 10 first-time writers only. Due to the Covid 19 pandemic, the April 2020 administration was cancelled, resulting in a significant percentage of students not participating in that year's assessment. Consequently, these students will be writing in the following school year(s), thereby impacting participation rates going forward.

The Ministry masking policy <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations> requires suppression of values below 10

in order to protect individual privacy. However, in order to avoid the masked number being easily calculated, the second-lowest number must also be masked. As such, a masked Graduation Assessment category means that either fewer than 10 learners are in that category, or that the category has the next-smallest number, and has been masked to protect the smallest cell size.

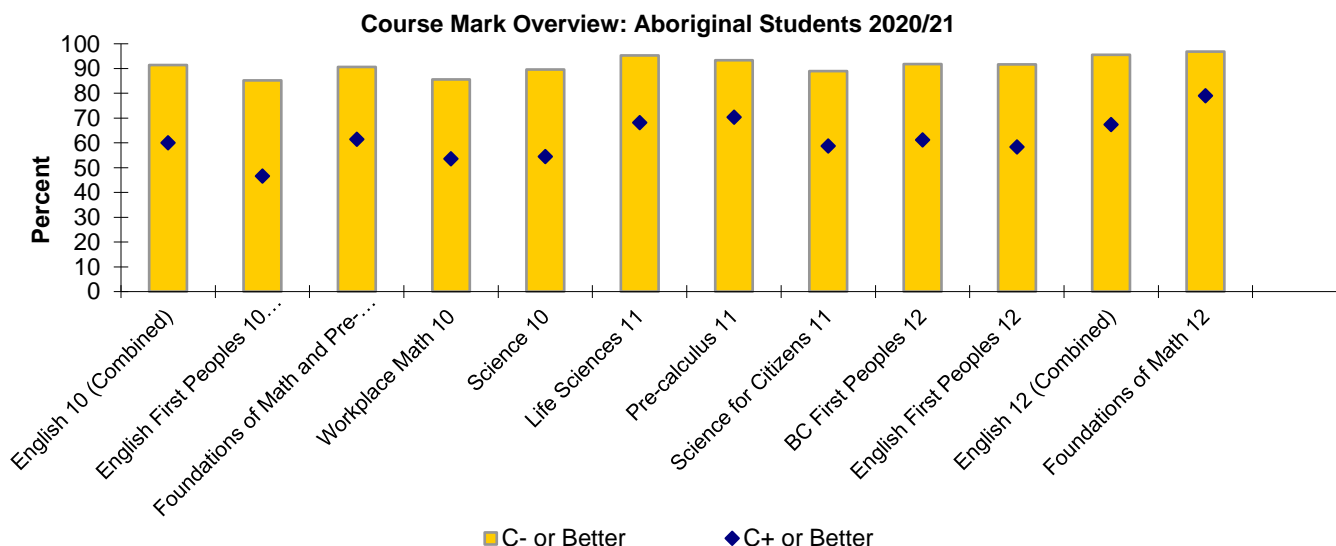
COURSE MARK RESULTS 2020/21: OVERVIEW

BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C- or Better # %		C+ or Better # %		Course Mark Count #	C- or Better # %		C+ or Better # %	
English 10 (Combined)	8,779	8,026	91	5,271	60	72,145	70,020	97	57,381	80
English First Peoples 10 (Combined)	868	740	85	405	47	746	723	97	550	74
Foundations of Math and Pre-calculus 10	2,371	2,149	91	1,458	61	28,546	27,062	95	21,083	74
Workplace Math 10	2,589	2,217	86	1,388	54	7,942	7,443	94	5,100	64
Science 10	4,538	4,065	90	2,470	54	35,872	34,627	97	27,572	77
Life Sciences 11	1,458	1,389	95	994	68	16,510	16,107	98	13,654	83
Pre-calculus 11	1,363	1,272	93	959	70	23,374	22,255	95	18,814	80
Science for Citizens 11	708	630	89	416	59	2,563	2,448	96	1,808	71
BC First Peoples 12	565	519	92	346	61	841	827	98	705	84
English First Peoples 12	674	618	92	393	58	1,028	996	97	820	80
English 12 (Combined)	4,235	4,044	95	2,856	67	39,013	38,109	98	32,570	83
Foundations of Math 12	409	396	97	323	79	4,605	4,439	96	3,578	78
Contemporary Indigenous Studies 12	125	96	77	49	39	116	109	94	85	73



Note:

For combined courses (as marked), the course mark count will be greater than the student count.

English 10 (Combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

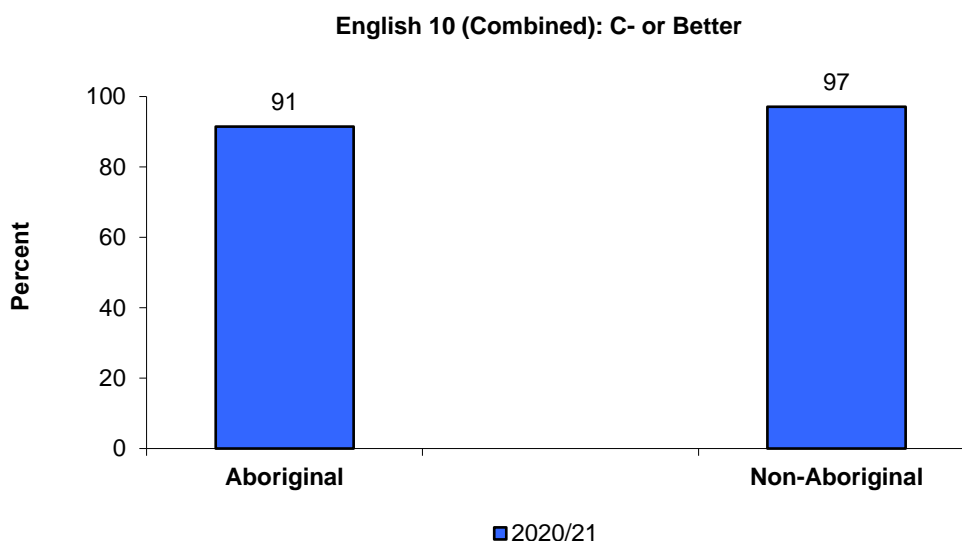
English 12 (Combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	9,433	8,441	89	5,120	54	73,936	71,560	97	55,965	76	
2020/21	8,779	8,026	91	5,271	60	72,145	70,020	97	57,381	80	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 10	Course Mark Count		Course Mark Count	Total Gr 10	Course Mark Count	
	Mark Count	Students *	Gr 10	Non-Gr 10		Students *	Gr 10	Non-Gr 10
	#	#	#	#		#	#	#
2019/20	9,433	5,939	8,103	1,330	73,936	38,176	67,831	6,105
2020/21	8,779	5,809	7,553	1,226	72,145	38,328	66,805	5,340



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English 10 (Combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

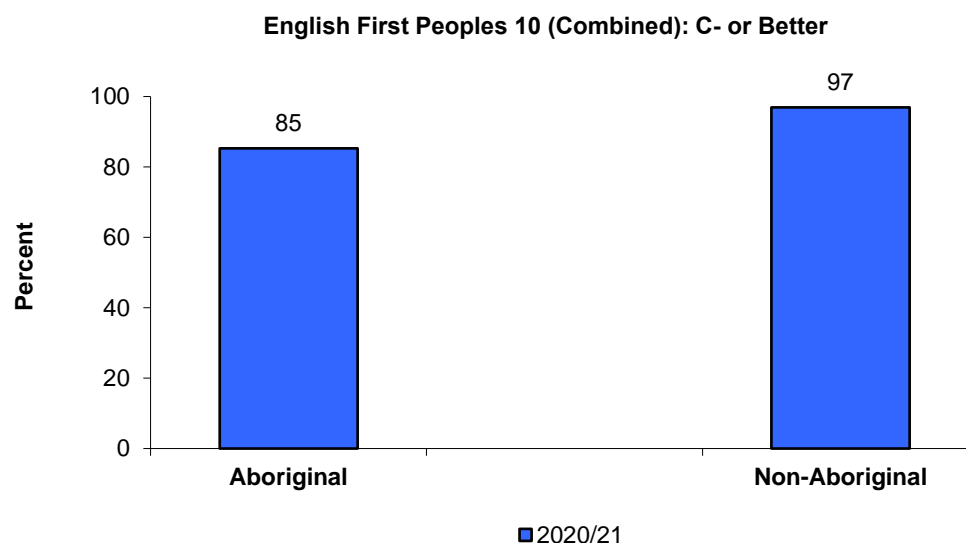
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	839	691	82	378	45	1,060	1,026	97	767	72	
2020/21	868	740	85	405	47	746	723	97	550	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	839	5,939	695	144	1,060	38,176	966	94	
2020/21	868	5,809	737	131	746	38,328	707	39	



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.
 English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

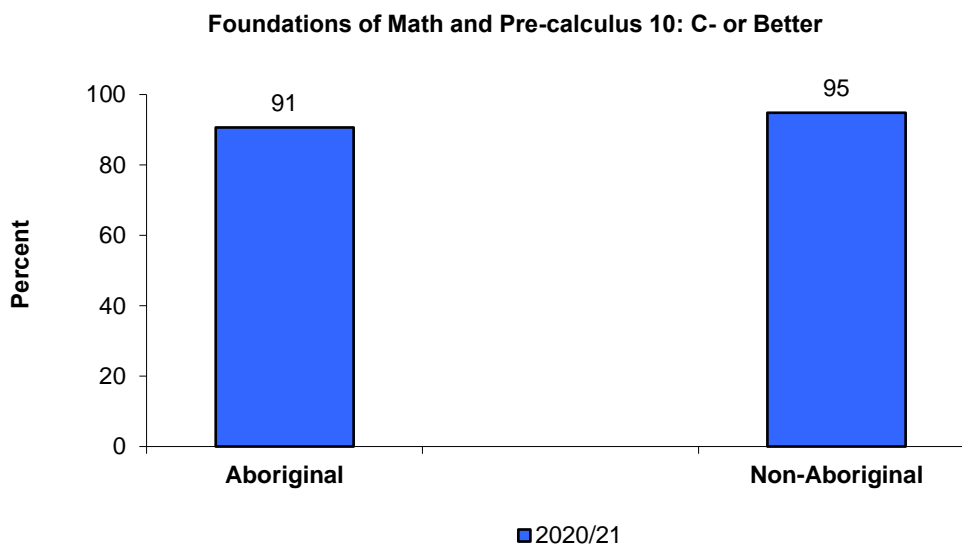
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	2,623	2,324	89	1,478	56	30,743	29,195	95	21,882	71	
2020/21	2,371	2,149	91	1,458	61	28,546	27,062	95	21,083	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #	
2019/20	2,623	5,939	2,288	335	30,743	38,176	26,509	4,234	
2020/21	2,371	5,809	2,094	277	28,546	38,328	25,736	2,810	



Note:

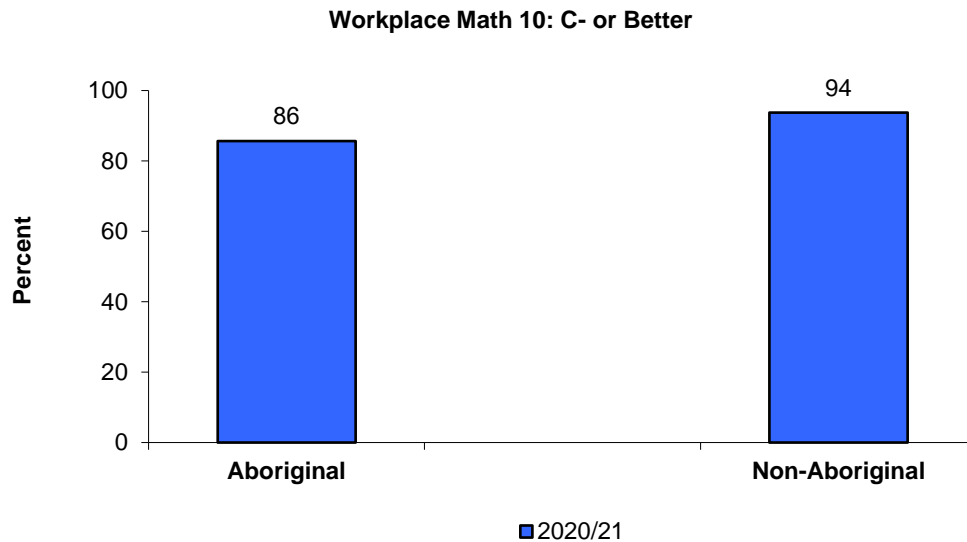
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	2,638	2,259	86	1,156	44	8,077	7,513	93	4,513	56	
2020/21	2,589	2,217	86	1,388	54	7,942	7,443	94	5,100	64	

Aboriginal					Non-Aboriginal			
School Year	Course	Total	Course Mark		Course Mark Count	Total	Course Mark	
	Mark Count	Gr 10	Count			Gr 10	Count	
	#	Students *	Gr 10	Non-Gr 10		Students *	Gr 10	Non-Gr 10
		#	#	#	#	#	#	#
2019/20	2,638	5,939	1,894	744	8,077	38,176	6,069	2,008
2020/21	2,589	5,809	1,864	725	7,942	38,328	6,129	1,813



Note:

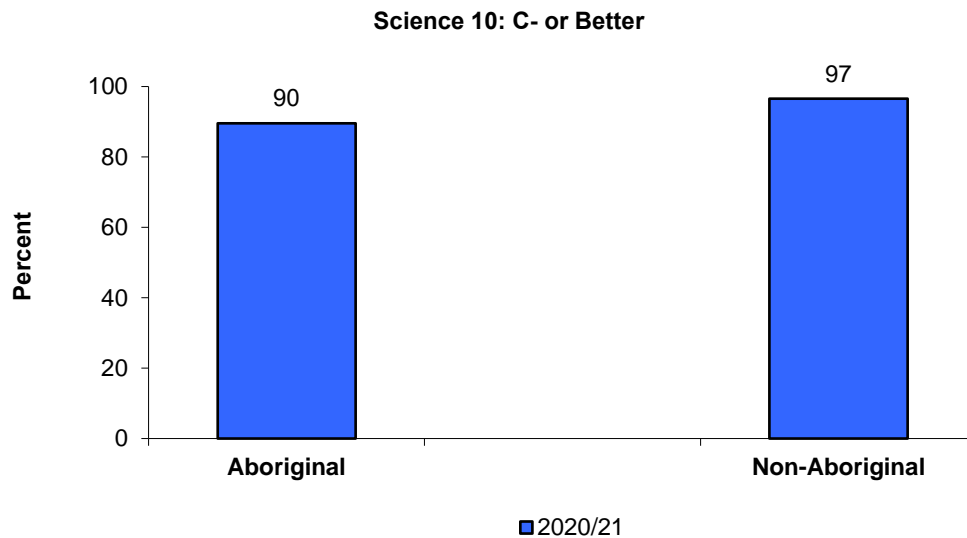
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	4,839	4,267	88	2,455	51	36,721	35,377	96	26,733	73	
2020/21	4,538	4,065	90	2,470	54	35,872	34,627	97	27,572	77	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	4,839	5,939	4,123	716	36,721	38,176	33,426	3,295	
2020/21	4,538	5,809	3,885	653	35,872	38,328	32,997	2,875	



Note:

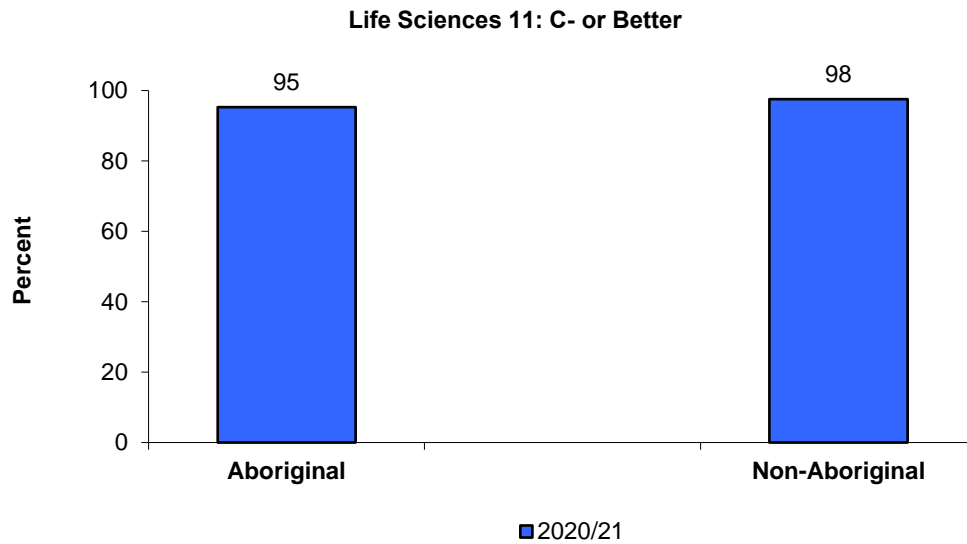
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	1,587	1,486	94	991	62	16,003	15,543	97	12,596	79	
2020/21	1,458	1,389	95	994	68	16,510	16,107	98	13,654	83	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 11	Course Mark Count		Course Mark Count #	Total Gr 11	Course Mark Count	
	Mark Count	Students *	Gr 11	Non-Gr 11		Students *	Gr 11	Non-Gr 11
	#	#	#	#		#	#	#
2019/20	1,587	6,283	1,360	227	16,003	39,095	13,571	2,432
2020/21	1,458	6,052	1,209	249	16,510	38,924	13,645	2,865



Note:

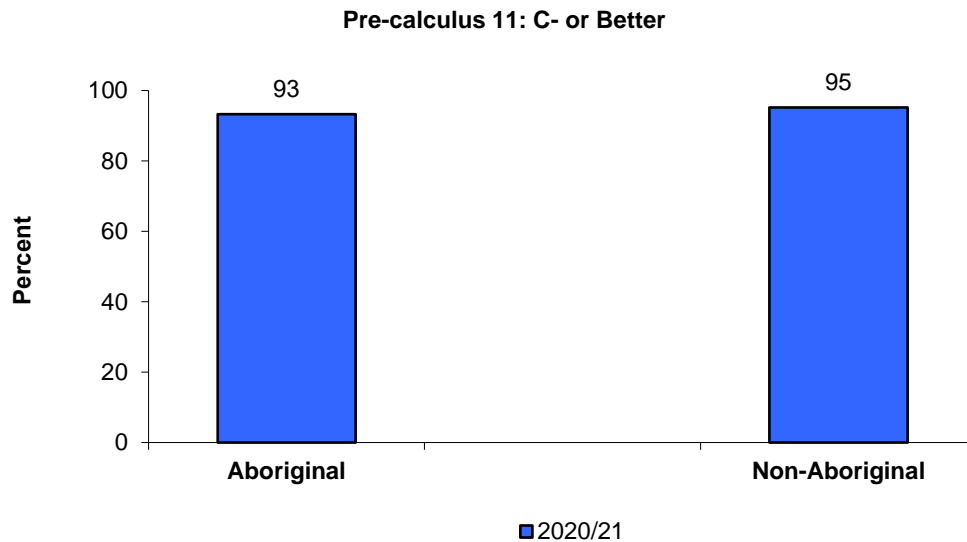
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	1,468	1,357	92	968	66	23,835	22,849	96	18,701	78	
2020/21	1,363	1,272	93	959	70	23,374	22,255	95	18,814	80	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	1,468	6,283	1,206	262	23,835	39,095	17,950	5,885	
2020/21	1,363	6,052	1,128	235	23,374	38,924	17,432	5,942	



Note:

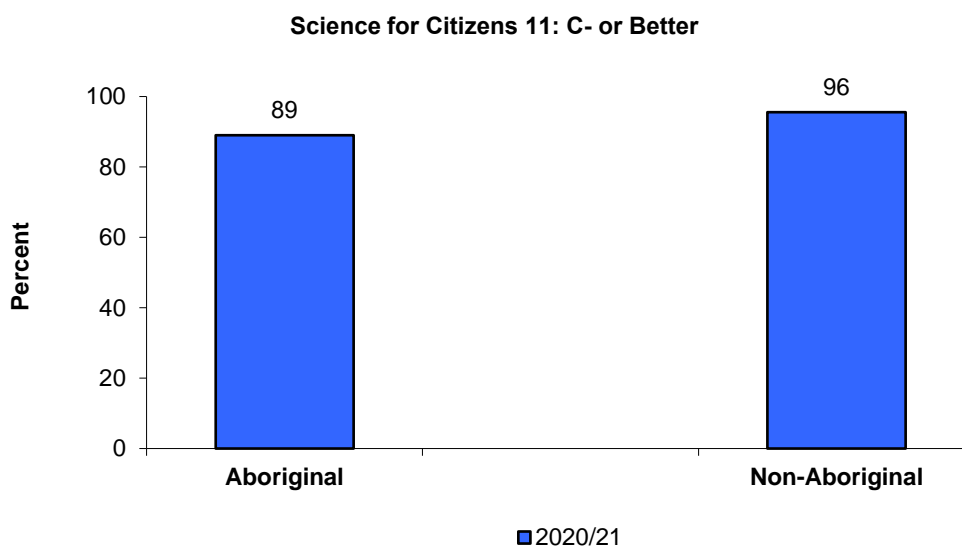
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	626	565	90	336	54	2,376	2,253	95	1,482	62	
2020/21	708	630	89	416	59	2,563	2,448	96	1,808	71	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	626	6,283	399	227	2,376	39,095	1,613	763	
2020/21	708	6,052	477	231	2,563	38,924	1,726	837	



Note:

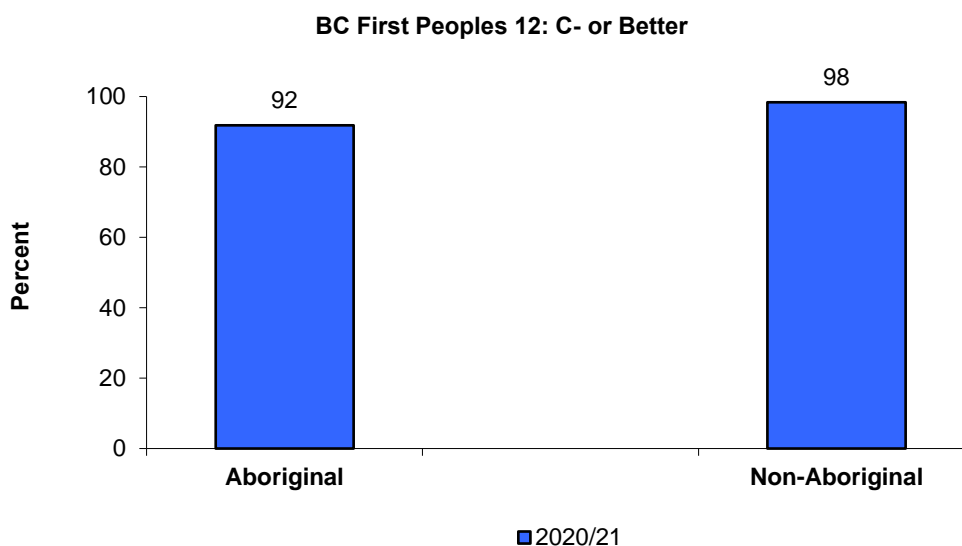
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	535	483	90	327	61	863	825	96	639	74	
2020/21	565	519	92	346	61	841	827	98	705	84	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	535	7,230	269	266	863	47,287	477	386	
2020/21	565	7,234	294	271	841	47,297	506	335	



Note:

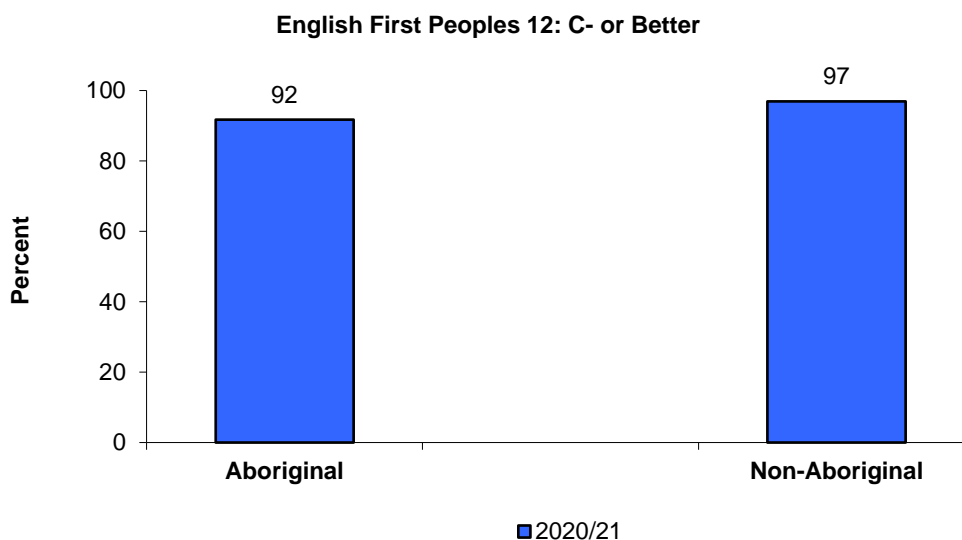
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	473	440	93	237	50	656	637	97	503	77	
2020/21	674	618	92	393	58	1,028	996	97	820	80	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	473	7,230	436	37	656	47,287	628	28	
2020/21	674	7,234	605	69	1,028	47,297	943	85	



Note:

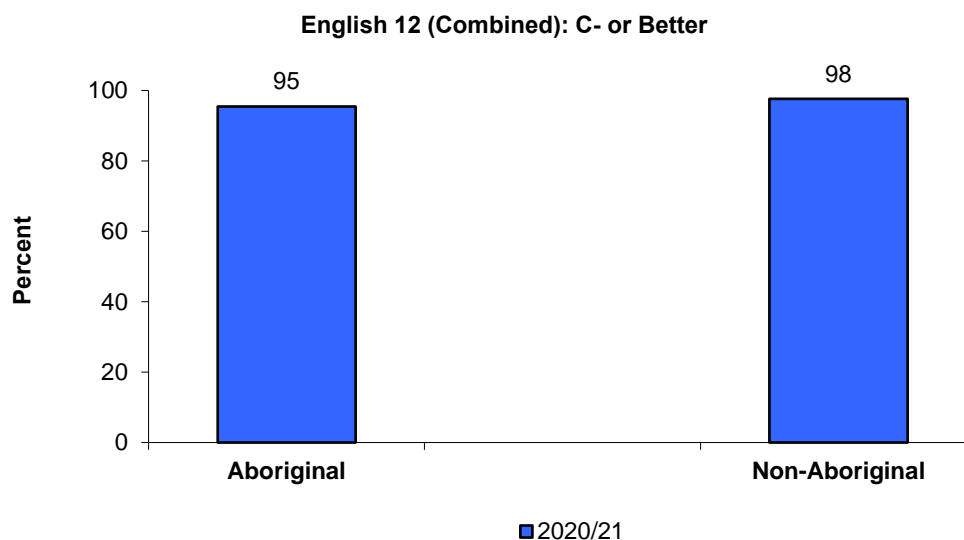
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	4,045	3,843	95	2,539	63	38,004	37,159	98	30,858	81	
2020/21	4,235	4,044	95	2,856	67	39,013	38,109	98	32,570	83	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total	Course Mark	
	Mark Count #	Students * #	Gr 12 #	Non-Gr 12 #		Gr 12 #	Non-Gr 12 #	
2019/20	4,045	7,230	3,572	473	38,004	47,287	34,428	3,576
2020/21	4,235	7,234	3,742	493	39,013	47,297	34,658	4,355



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated. English 12 (Combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

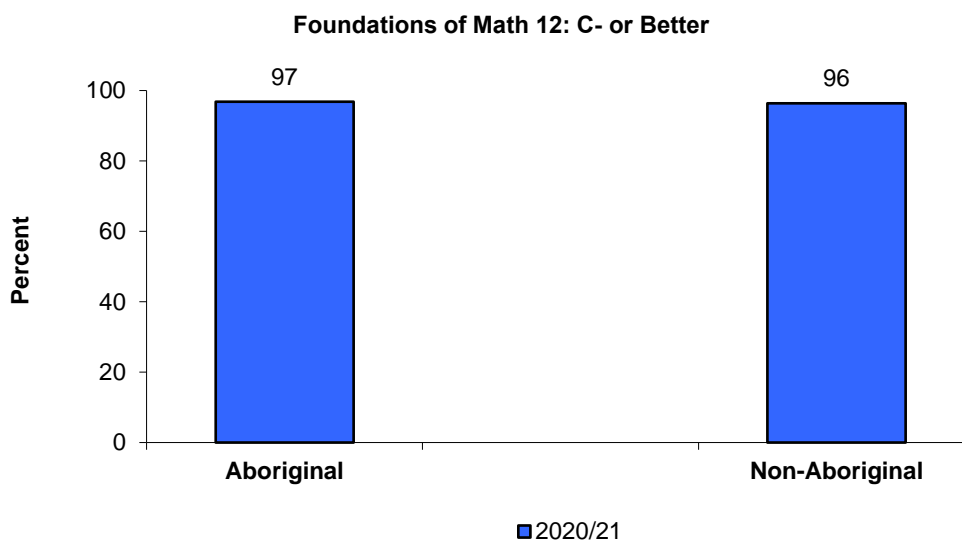
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count #	C- or Better		C+ or Better		Course Mark Count #	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	407	386	95	266	65	4,809	4,603	96	3,444	72	
2020/21	409	396	97	323	79	4,605	4,439	96	3,578	78	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	407	7,230	377	30	4,809	47,287	4,599	210	
2020/21	409	7,234	386	23	4,605	47,297	4,328	277	



Note:

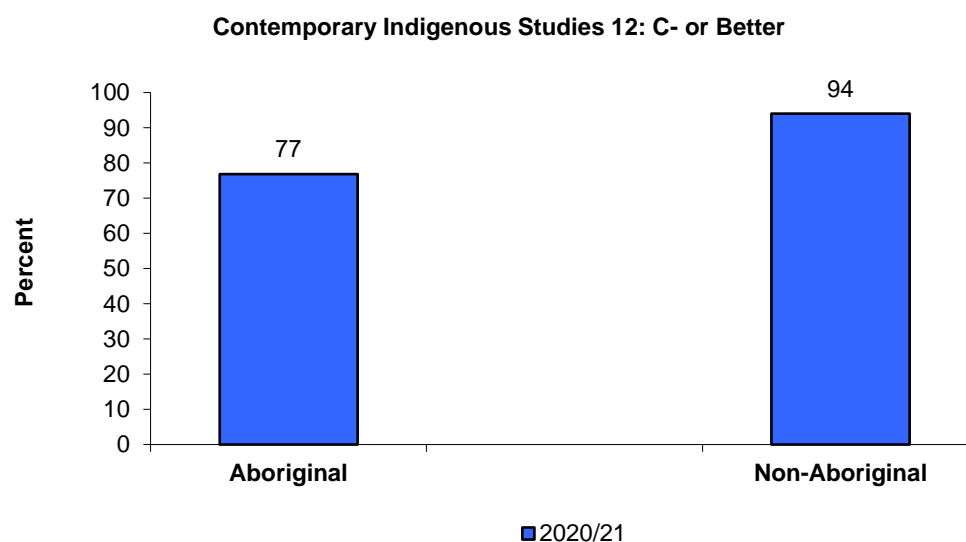
* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
		#	%	#	%		#	%	#	%	
2019/20	113	98	87	60	53	81	78	96	63	78	
2020/21	125	96	77	49	39	116	109	94	85	73	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	113	7,230	53	60	81	47,287	36	45	
2020/21	125	7,234	72	53	116	47,297	64	52	



Note:

* - Data represent only those students who are enrolled and in attendance in September or February of year indicated.

FIRST NATIONS LANGUAGES COURSES (GRADE 10 - 12) 2020/21: OVERVIEW

BC Residents

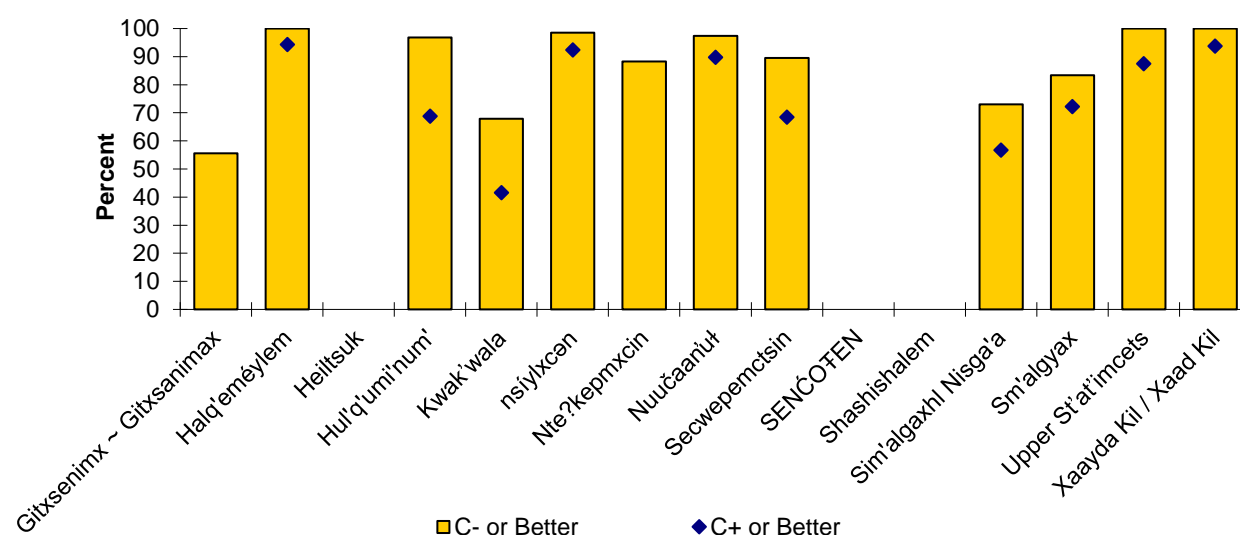
There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/languages-template/indigenous-languages>

There are currently 18 approved First Nations languages courses in B.C.. Courses where no students were enrolled during the 2020/21 school year are omitted from the following language listing. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal						Non-Aboriginal				
	Course Mark Count	C- or Better		C+ or Better		Course Mark Count	C- or Better		C+ or Better		
	#	#	%	#	%	#	#	%	#	%	
Gitxsenimx ~ Gitxsanimax	18	10	56	Msk	Msk	-	-	-	-	-	
Halq'eméylem	35	35	100	33	94	11	11	100	11	100	
Heiltsuk	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
Hul'q'umi'num'	32	31	97	22	69	11	11	100	Msk	Msk	
Kwak'wala	53	36	68	22	42	Msk	Msk	Msk	Msk	Msk	
nsíylxcən	66	65	98	61	92	Msk	Msk	Msk	Msk	Msk	
Nte?kepmxcin	17	15	88	Msk	Msk	-	-	-	-	-	
Nuučaanuł	39	38	97	35	90	Msk	Msk	Msk	Msk	Msk	
Secwepemctsin	38	34	89	26	68	Msk	Msk	Msk	Msk	Msk	
SENĆOTEN	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
Shashishalem	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
Sim'algaxhl Nisga'a	37	27	73	21	57	-	-	-	-	-	
Sm'algyax	54	45	83	39	72	Msk	Msk	Msk	Msk	Msk	
Upper St'at'imcets	16	16	100	14	88	Msk	Msk	Msk	Msk	Msk	
Xaavda Kil / Xaad Kil	32	32	100	30	94	Msk	Msk	Msk	Msk	Msk	

First Nations Languages Courses for Aboriginal Students, 2020/21



Note:

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

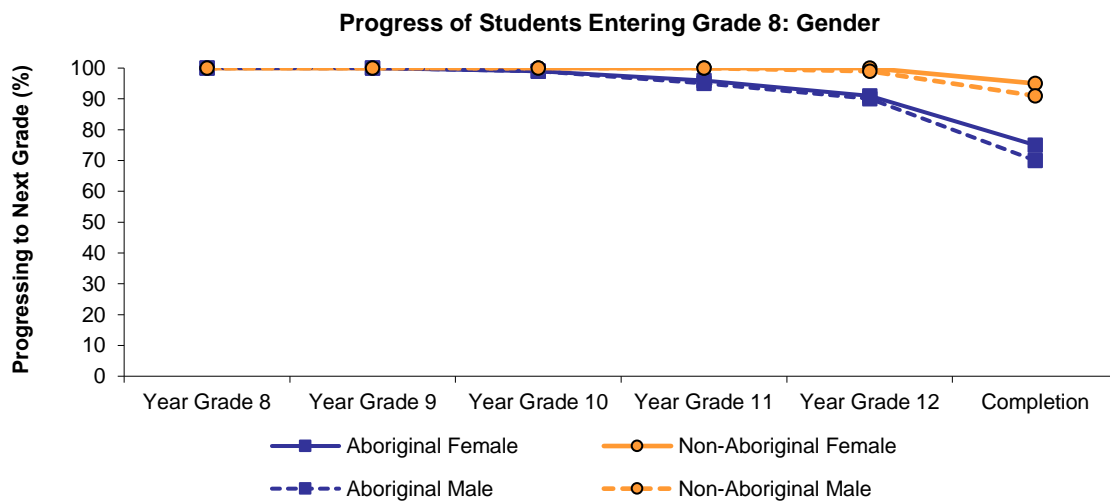
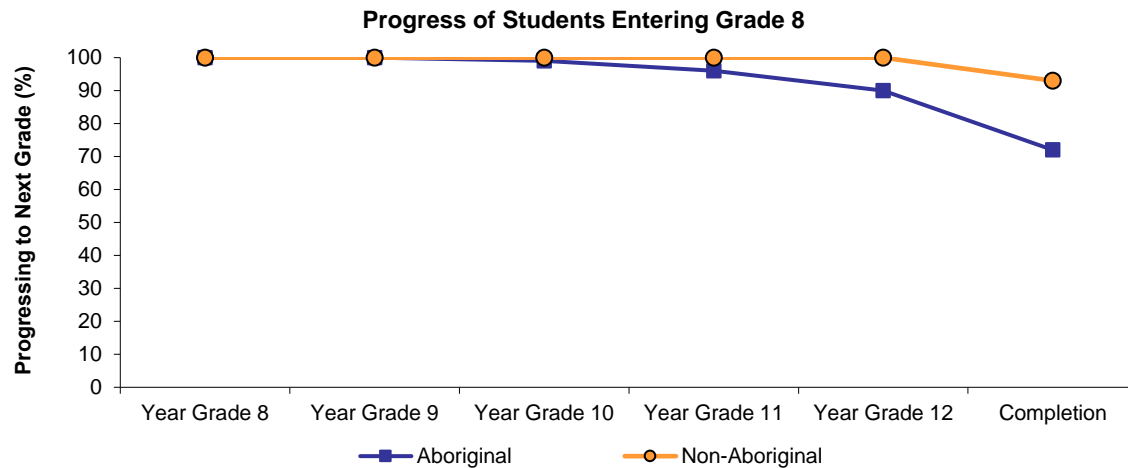
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any B.C. Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2015

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	99	99	99	100	100	100
	Grade 11	96	96	95	100	100	100
	Grade 12	90	91	90	100	100	99
2020/21	Completion	72	75	70	93	95	91



SIX-YEAR COMPLETION RATE, 2016/17 - 2020/21

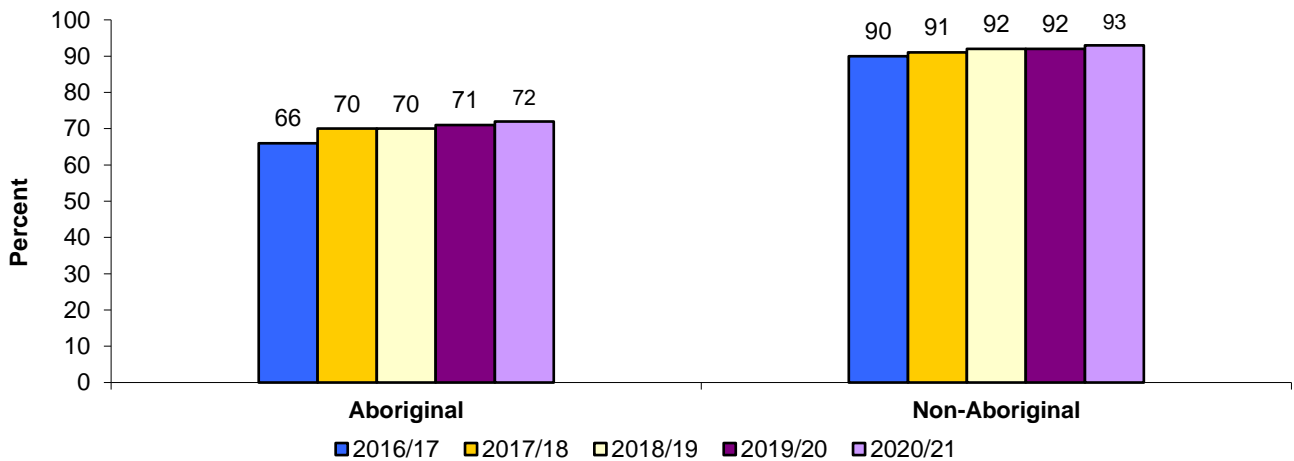
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

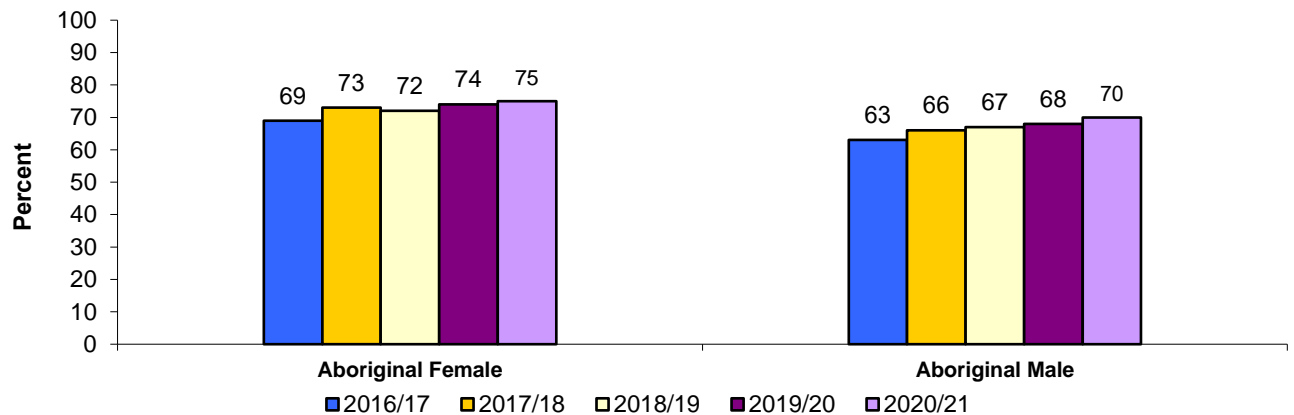
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	66	69	63	90	92	88
2017/18	70	73	66	91	93	89
2018/19	70	72	67	92	94	89
2019/20	71	74	68	92	94	90
2020/21	72	75	70	93	95	91

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* When the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).

FIVE-YEAR COMPLETION RATE, 2016/17 - 2020/21

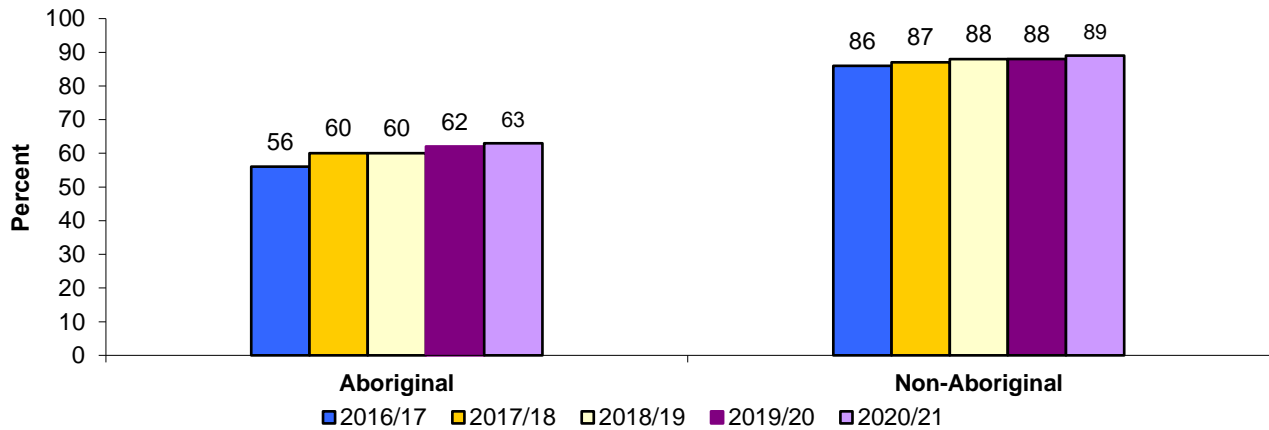
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

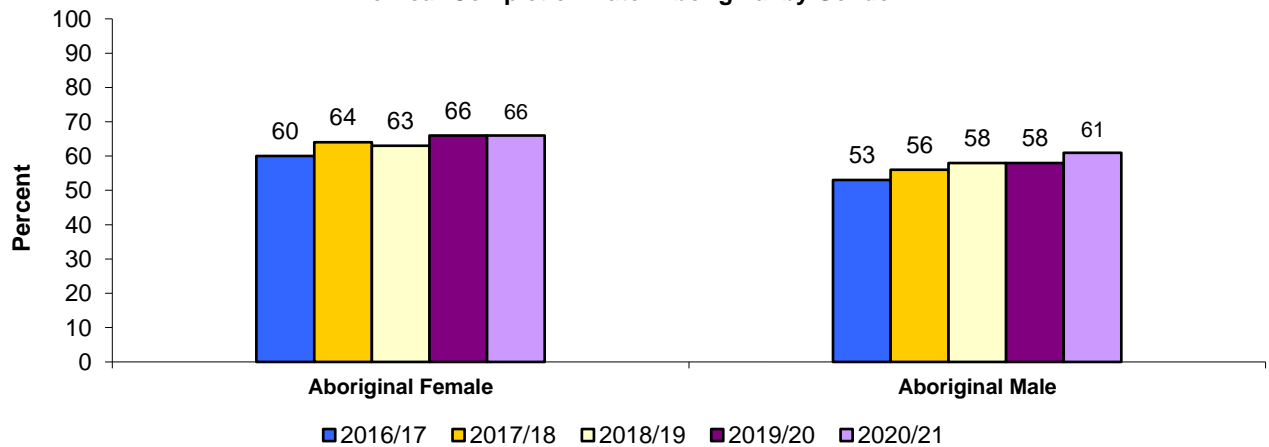
FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	56	60	53	86	89	83
2017/18	60	64	56	87	89	84
2018/19	60	63	58	88	91	85
2019/20	62	66	58	88	91	86
2020/21	63	66	61	89	91	87

Five-Year Completion Rate: Aboriginal/Non-Aboriginal



Five-Year Completion Rate: Aboriginal by Gender



* When the five-year rate is reported, numbers for prior school years are not updated (Page 35).

SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

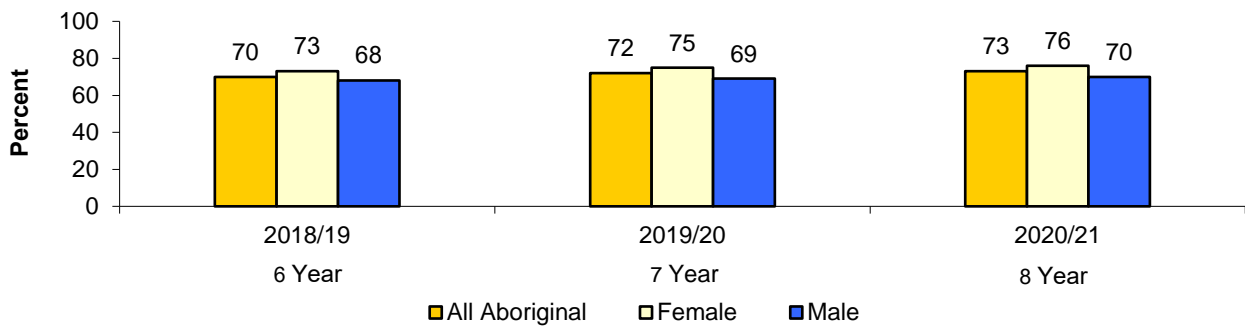
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2014/15 and 2015/16 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

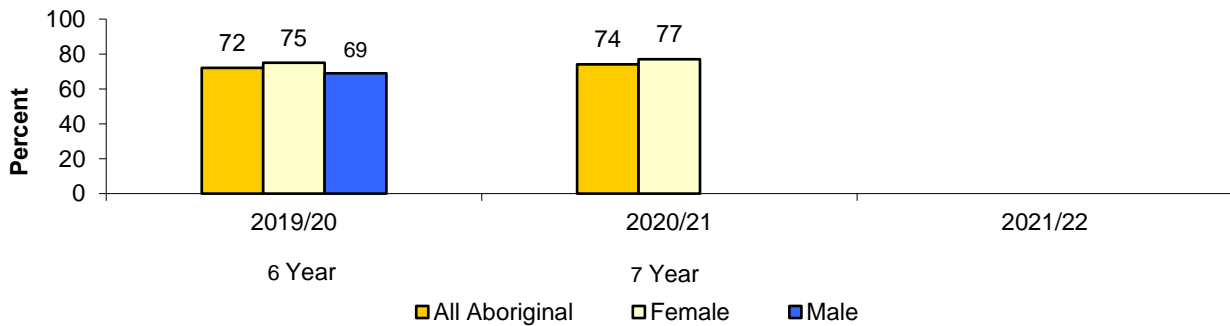
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2013/14	70	73	68	72	75	69	73	76	70
2014/15	72	75	69	74	77	-	-	-	-
2015/16	72	75	70	-	-	-	-	-	-

Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2013/14 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2014/15 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2015/16 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate ("Evergreen" Certificate) was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate		
	#	#	%		#	%	
2016/17	6,234	205	3	44,273	546	1	
2017/18	6,302	236	4	44,467	516	1	
2018/19	6,192	196	3	43,740	477	1	
2019/20	6,492	224	3	44,431	467	1	
2020/21	6,512	212	3	44,007	522	1	

BC CERTIFICATE OF GRADUATION ("Dogwood")

Aboriginal				Non-Aboriginal			
School Year	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation		
	#	#	%		#	%	
2016/17	6,234	3,231	52	44,273	33,059	75	
2017/18	6,302	3,293	52	44,467	33,151	75	
2018/19	6,192	3,285	53	43,740	32,934	75	
2019/20	6,492	3,416	53	44,431	32,921	74	
2020/21	6,512	3,472	53	44,007	33,044	75	

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood")*

Aboriginal			Non-Aboriginal		
School Year	September Gr 12 Students	BC Adult Graduation Diploma	September Gr 12 Students	BC Adult Graduation Diploma	
	#	#		#	#
2016/17	6,234	713	44,273	2,163	
2017/18	6,302	695	44,467	2,358	
2018/19	6,192	745	43,740	2,239	
2019/20	6,492	711	44,431	1,997	
2020/21	6,512	697	44,007	1,916	

Note:

* A proportion of Adult Dogwood recipients do not come from the Grade 12 cohort. Therefore, the percent column has been removed for this year's report. However, the Grade 12 cohort count has been retained to show relative scale of the populations.

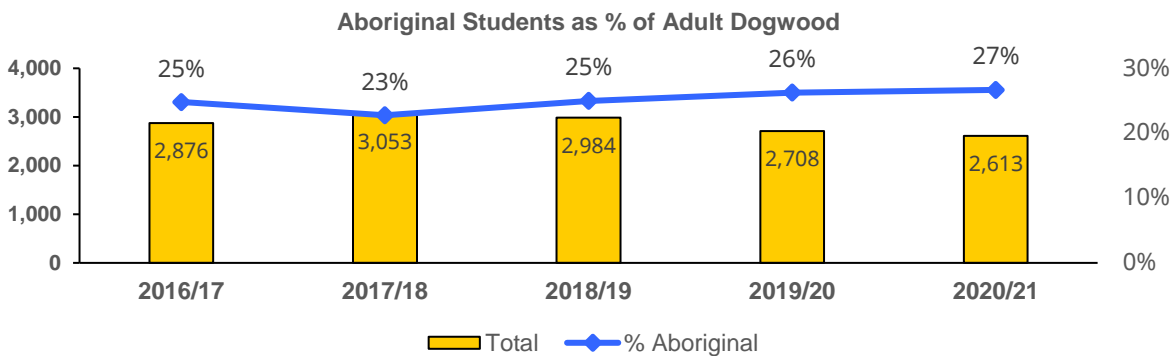
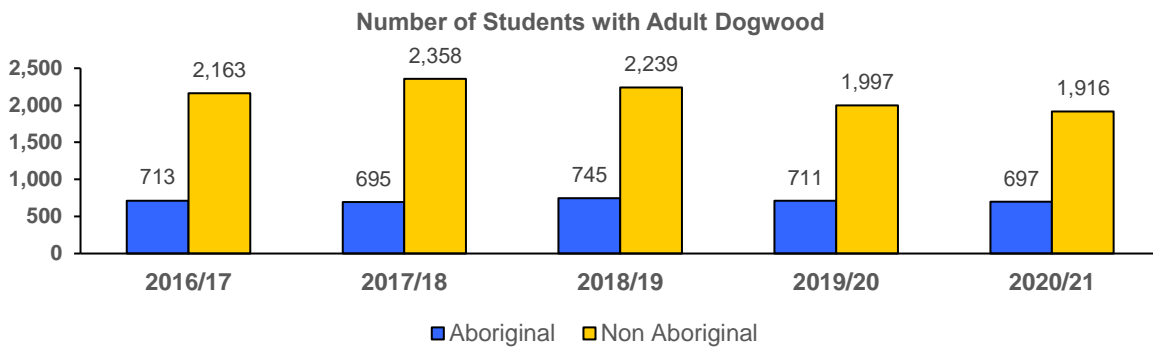
BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2016/17	2,876	713	25	2,163	75
2017/18	3,053	695	23	2,358	77
2018/19	2,984	745	25	2,239	75
2019/20	2,708	711	26	1,997	74
2020/21	2,613	697	27	1,916	73



PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %	Aboriginal %	Non-Aboriginal %
2016/17	26	16	46	23	19	35	9	26
2017/18	25	16	41	23	20	34	14	27
2018/19	27	17	43	23	20	35	11	25
2019/20	30	17	44	26	17	32	9	24
2020/21	36	25	43	23	12	26	8	26

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood" is one of two graduation diplomas offered in B.C. schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

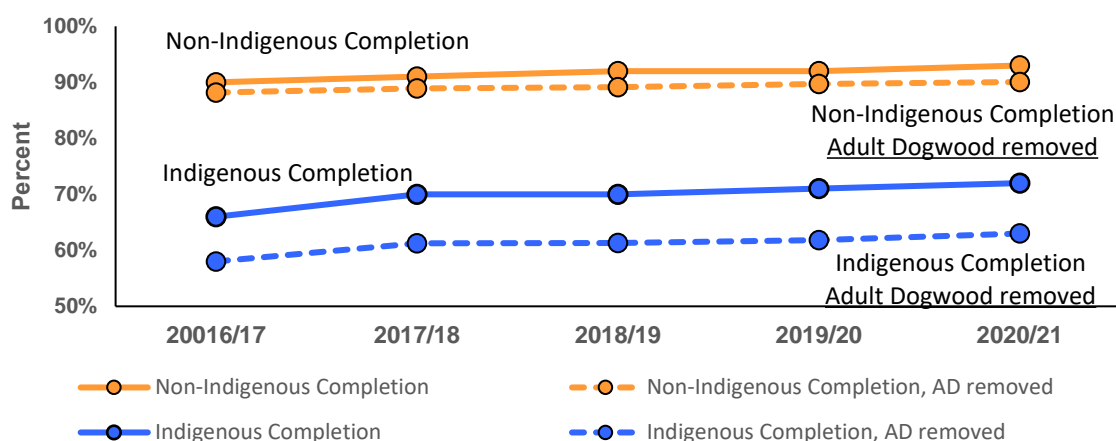
School Year	Aboriginal						Non-Aboriginal					
	Age: Under 19		Age: 19-20		Age: Over 20		Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%	#	%	#	%	#	%
2016/17	322	45	228	32	163	23	601	28	474	22	1,088	50
2017/18	345	50	174	25	176	25	693	29	521	22	1,144	49
2018/19	389	52	199	27	157	21	702	31	519	23	1,018	45
2019/20	362	51	211	30	138	19	646	32	513	26	838	42
2020/21	380	55	212	30	105	15	691	36	454	24	771	40

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
2016/17	66	-8	58	90	-2	88
2017/18	70	-9	61	91	-2	89
2018/19	70	-9	61	92	-3	89
2019/20	71	-9	62	92	-2	90
2020/21	72	-9	63	93	-3	90

Six-Year Completion Rate - Adult Dogwood Contribution



EDUCATION EXPERIENCES OF (EVER*) CHILDREN AND YOUTH IN CARE

CYIC - refers to a child or youth who is in the custody, care or guardianship of a Director (CFCSA) or a director of adoption designated under the Adoption Act, or on a Youth Agreement. This cohort includes students identified in the B.C. K-12 education system as children under a Continuing Custody Order (CCO), Youth Agreement (YAG), interim and temporary custody orders, children under Diverse Needs or Voluntary Care agreements, and children under orders from another province or jurisdiction. This cohort, ages 5-19, does not include adult and graduated adult students.

The results below are based on students who were under CYIC at least once during their K-12 school years. The data was obtained from the Ministry of Children and Family Development in January 2020 and matched with the data in the Education Data Warehouse.

These numbers are different from the CYIC numbers reported in the Ministry of Children and Family Development website that include more age groupings and more categories.

MCFD website: <https://mcfcd.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care>

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYIC #	Aboriginal CYIC		Non Aboriginal CYIC	
		#	%	#	%
2015/16	7,014	4,269	61	2,745	39
2016/17	6,603	4,157	63	2,446	37
2017/18	6,131	3,856	63	2,275	37
2018/19	5,799	3,696	64	2,103	36
2019/20	4,428	3,014	68	1,414	32

ABORIGINAL CYIC (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	All Aboriginal Students #	Aboriginal Children in CYIC	
		#	%
2015/16	71,715	4,269	6
2016/17	71,842	4,157	6
2017/18	71,791	3,856	5
2018/19	71,568	3,696	5
2019/20	71,123	3,014	4

CYIC (EVER) SIX-YEAR COMPLETION RATE

School Year	All CYIC %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2015/16	45	43	34	39	59	44	52
2016/17	49	47	36	42	57	55	56
2017/18	52	51	49	50	61	46	54
2018/19	49	54	41	48	57	42	51
2019/20	54	52	44	48	72	51	62

CYIC (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	All CYIC %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2015/16	89	88	92	90	87	91	89
2016/17	89	94	89	92	84	91	87
2017/18	92	93	96	94	89	95	91
2018/19	88	92	85	89	89	87	88
2019/20	92	90	89	89	95	94	94

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Community College							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	4,176	100	623	14.9	235	5.6	120	2.9	64	1.5
Non-Aboriginal	38,548	100	5,805	15.1	1,543	4.0	677	1.8	322	0.8

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Community College							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,140	100	133	4.2	84	2.7	54	1.7	29	0.9
Non-Aboriginal	20,834	100	679	3.3	259	1.2	188	0.9	89	0.4

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to an Institute							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	4,176	100	94	2.3	41	1.0	25	0.6	25	0.6
Non-Aboriginal	38,548	100	1,203	3.1	450	1.2	255	0.7	154	0.4

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to an Institute							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,140	100	26	0.8	22	0.7	Msk	Msk	14	0.4
Non-Aboriginal	20,834	100	217	1.0	93	0.4	64	0.3	30	0.1

Note:

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, some B.C. post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Research-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	4,176	100	225	5.4	24	0.6	Msk	Msk	11	0.3
Non-Aboriginal	38,548	100	7,884	20.5	496	1.3	150	0.4	73	0.2

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Research-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,140	100	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Non-Aboriginal	20,834	100	44	0.2	18	0.1	28	0.1	18	0.1

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2015/16		Year of Transition to a Teaching-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	4,176	100	399	9.6	126	3.0	48	1.1	26	0.6
Non-Aboriginal	38,548	100	5,152	13.4	1,142	3.0	375	1.0	224	0.6

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2015/16		Year of Transition to a Teaching-Intensive University							
			2016/17		2017/18		2018/19		2019/20	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	3,140	100	69	2.2	35	1.1	26	0.8	Msk	Msk
Non-Aboriginal	20,834	100	262	1.3	101	0.5	54	0.3	56	0.3

Note

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT LEARNING SURVEY RESULTS, 2016/17 - 2020/21

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

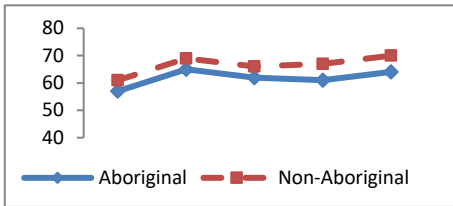
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

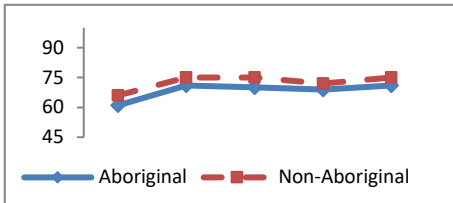
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



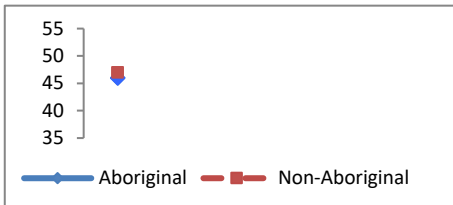
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	3,999	2,277	57	25,231	15,472	61
2017/18	4,054	2,641	65	24,973	17,244	69
2018/19	4,151	2,578	62	27,725	18,427	66
2019/20	2,820	1,716	61	18,938	12,686	67
2020/21	3,307	2,125	64	26,786	18,634	70

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	4,005	2,454	61	25,266	16,682	66
2017/18	4,073	2,894	71	25,040	18,886	75
2018/19	4,172	2,931	70	27,824	20,920	75
2019/20	2,835	1,942	69	19,008	13,735	72
2020/21	3,327	2,364	71	26,909	20,221	75

How many teachers help you with your schoolwork when you need it?



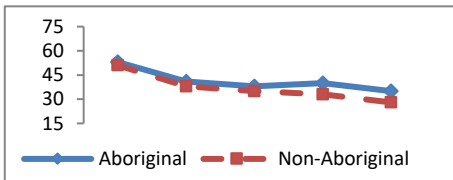
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All or many		Gr 4 Respondents	All or many	
	#	#	%	#	#	%
2016/17	3,882	1,778	46	24,593	11,564	47
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	3,786	2,954	78	24,399	20,208	83
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

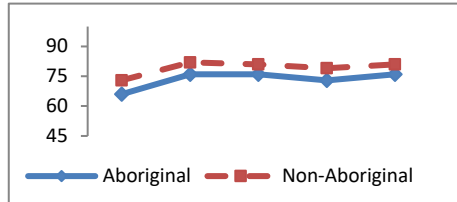
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	3,869	2,049	53	24,840	12,714	51
2017/18	4,015	1,642	41	24,777	9,423	38
2018/19	4,089	1,559	38	27,484	9,565	35
2019/20	2,783	1,113	40	18,774	6,221	33
2020/21	3,264	1,132	35	26,580	7,487	28

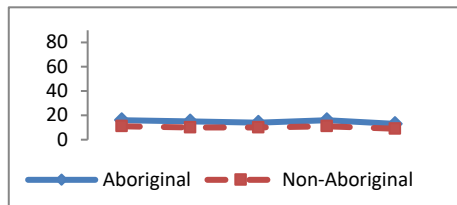
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



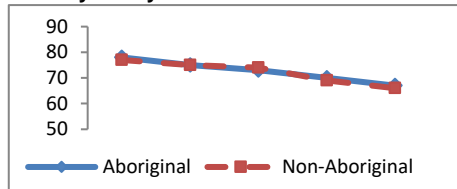
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	4,089	2,689	66	24,543	17,957	73
2017/18	3,652	2,791	76	25,254	20,653	82
2018/19	3,783	2,859	76	27,935	22,690	81
2019/20	2,671	1,948	73	18,906	14,918	79
2020/21	3,298	2,500	76	26,719	21,542	81

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	4,077	657	16	24,523	2,818	11
2017/18	3,652	549	15	25,203	2,628	10
2018/19	3,771	531	14	27,928	2,844	10
2019/20	2,674	426	16	18,911	2,054	11
2020/21	3,291	433	13	26,689	2,396	9

How many adults at your school care about you?/ How many adults do you think care about you at your school?



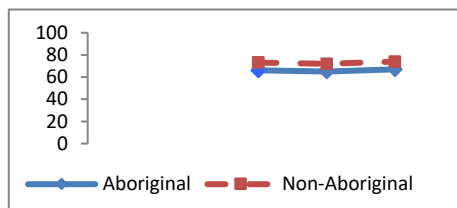
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2016/17	4,010	3,114	78	25,266	19,448	77
2017/18	4,056	3,047	75	24,920	18,761	75
2018/19	4,145	3,020	73	27,690	20,391	74
2019/20	2,819	1,983	70	18,936	13,137	69
2020/21	3,315	2,235	67	26,751	17,721	66

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	4,002	345	9	25,209	1,433	6
2017/18	-	-	-	-	-	-
2018/19	-	-	-	-	-	-
2019/20	-	-	-	-	-	-
2020/21	-	-	-	-	-	-

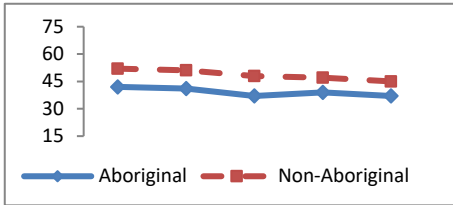
I am happy at my school.



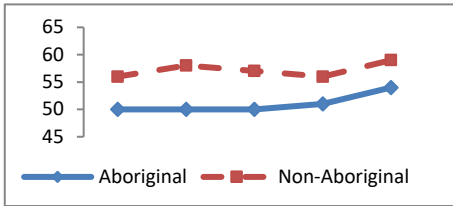
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	-	-	-	-	-	-
2017/18	4,060	2,774	68	24,898	18,421	74
2018/19	4,151	2,755	66	27,633	20,286	73
2019/20	2,828	1,826	65	18,871	13,587	72
2020/21	3,298	2,207	67	26,751	19,887	74

STUDENT LEARNING SURVEY RESULTS, GRADE 7

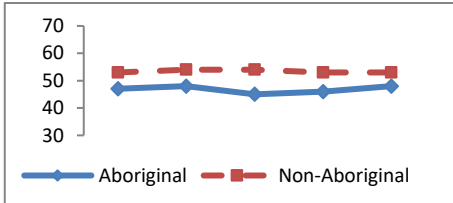
Do you like school?



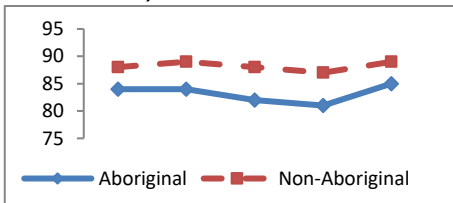
Do adults in the school treat all students fairly?



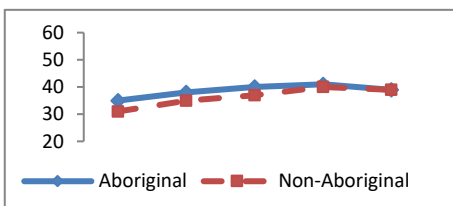
How many teachers help you with your schoolwork when you need it?



At school, do you respect people who are different from you (for example, think, act, or look different)?



At school, are you being taught about Aboriginal peoples in Canada?



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	3,693	1,561	42
2017/18	3,807	1,548	41
2018/19	3,945	1,476	37
2019/20	3,073	1,203	39
2020/21	3,444	1,263	37

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	24,528	12,684	52
2017/18	24,799	12,691	51
2018/19	26,648	12,702	48
2019/20	19,181	9,106	47
2020/21	27,029	12,189	45

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	3,700	1,847	50
2017/18	3,812	1,925	50
2018/19	3,941	1,965	50
2019/20	3,084	1,567	51
2020/21	3,446	1,862	54

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	24,552	13,644	56
2017/18	24,823	14,409	58
2018/19	26,662	15,186	57
2019/20	19,198	10,781	56
2020/21	27,038	15,852	59

School Year	Gr 7 Respondents #	All or many	
		#	%
2016/17	3,598	1,705	47
2017/18	3,717	1,766	48
2018/19	3,834	1,727	45
2019/20	3,017	1,377	46
2020/21	3,342	1,607	48

School Year	Gr 7 Respondents #	All or many	
		#	%
2016/17	23,575	12,583	53
2017/18	23,810	12,976	54
2018/19	25,523	13,668	54
2019/20	18,375	9,710	53
2020/21	25,918	13,654	53

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	3,599	3,038	84
2017/18	3,689	3,093	84
2018/19	3,839	3,157	82
2019/20	2,973	2,395	81
2020/21	3,366	2,860	85

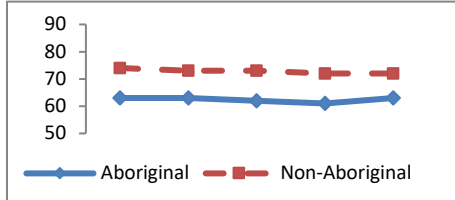
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	24,126	21,336	88
2017/18	24,378	21,607	89
2018/19	26,152	23,144	88
2019/20	18,762	16,407	87
2020/21	26,534	23,666	89

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	3,659	1,289	35
2017/18	3,738	1,409	38
2018/19	3,894	1,560	40
2019/20	3,014	1,242	41
2020/21	3,398	1,333	39

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2016/17	24,366	7,604	31
2017/18	24,645	8,699	35
2018/19	26,408	9,743	37
2019/20	18,977	7,513	40
2020/21	26,785	10,529	39

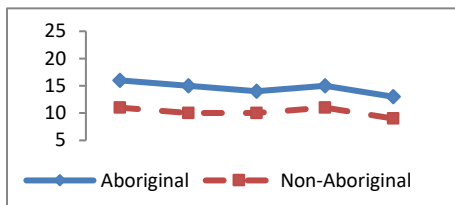
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



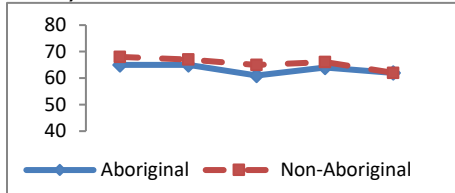
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	3,848	2,421	63	23,996	17,650	74
2017/18	3,506	2,195	63	24,929	18,310	73
2018/19	3,729	2,328	62	26,691	19,565	73
2019/20	2,980	1,828	61	19,066	13,634	72
2020/21	3,420	2,167	63	26,864	19,244	72

At school, are you bullied, teased, or picked on?



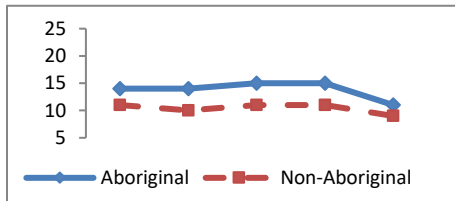
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	3,846	634	16	23,999	2,609	11
2017/18	3,490	518	15	24,951	2,536	10
2018/19	3,720	519	14	26,699	2,683	10
2019/20	2,982	451	15	19,093	2,023	11
2020/21	3,423	446	13	26,869	2,468	9

How many adults at your school care about you? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2016/17	3,703	2,409	65	24,519	16,696	68
2017/18	3,817	2,482	65	24,816	16,680	67
2018/19	3,945	2,423	61	26,637	17,433	65
2019/20	3,068	1,959	64	19,182	12,756	66
2020/21	3,449	2,132	62	27,029	16,729	62

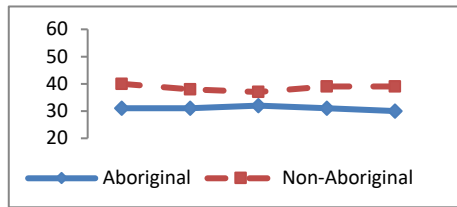
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	3,700	525	14	24,478	2,672	11
2017/18	3,809	531	14	24,773	2,571	10
2018/19	3,936	610	15	26,597	2,929	11
2019/20	3,064	462	15	19,145	2,106	11
2020/21	3,436	388	11	26,970	2,455	9

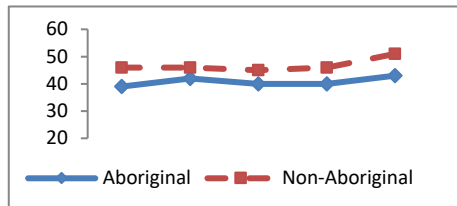
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



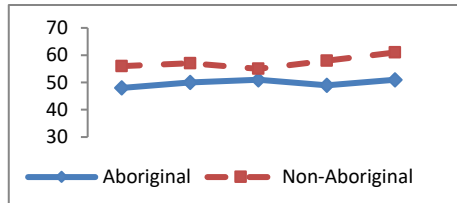
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	2,300	718	31	18,435	7,457	40
2017/18	2,551	800	31	18,150	6,957	38
2018/19	2,812	893	32	22,317	8,303	37
2019/20	1,901	584	31	16,774	6,523	39
2020/21	2,601	790	30	21,569	8,488	39

Do adults in the school treat all students fairly?



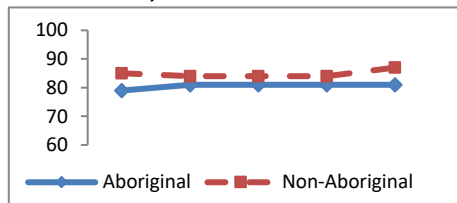
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	2,305	904	39	18,443	8,416	46
2017/18	2,557	1,077	42	18,194	8,353	46
2018/19	2,819	1,138	40	22,340	10,061	45
2019/20	1,901	769	40	16,790	7,700	46
2020/21	2,605	1,129	43	21,574	11,034	51

How many teachers help you with your schoolwork when you need it?



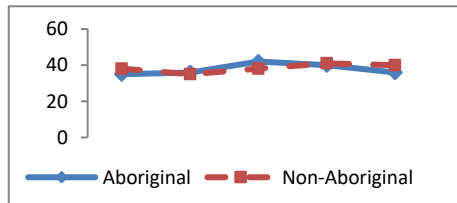
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All or many		Gr 10 Respondents	All or many	
	#	#	%	#	#	%
2016/17	2,223	1,074	48	17,720	10,000	56
2017/18	2,496	1,260	50	17,495	9,976	57
2018/19	2,723	1,396	51	21,535	11,949	55
2019/20	1,850	915	49	16,158	9,355	58
2020/21	2,509	1,279	51	20,547	12,630	61

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	2,217	1,748	79	17,762	15,043	85
2017/18	2,489	2,014	81	17,678	14,843	84
2018/19	2,733	2,222	81	21,691	18,286	84
2019/20	1,847	1,497	81	16,315	13,764	84
2020/21	2,532	2,043	81	20,945	18,125	87

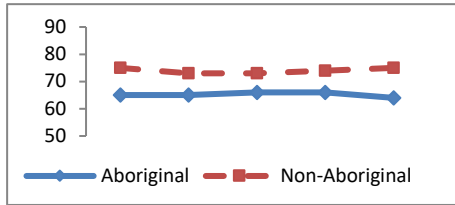
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	2,256	788	35	18,176	6,971	38
2017/18	2,538	922	36	17,917	6,246	35
2018/19	2,778	1,157	42	21,966	8,406	38
2019/20	1,880	748	40	16,524	6,803	41
2020/21	2,574	923	36	21,170	8,512	40

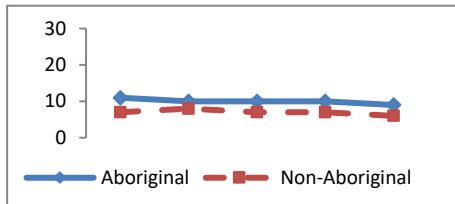
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



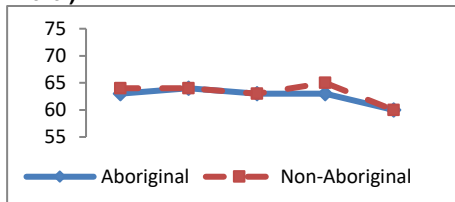
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	2,451	1,597	65	17,880	13,404	75
2017/18	2,440	1,590	65	18,107	13,184	73
2018/19	2,672	1,776	66	22,778	16,607	73
2019/20	1,837	1,220	66	16,636	12,288	74
2020/21	2,583	1,641	64	21,353	16,010	75

At school, are you bullied, teased, or picked on?



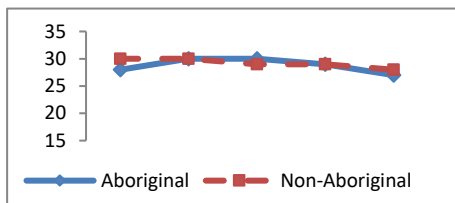
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	2,461	269	11	17,848	1,199	7
2017/18	2,438	253	10	18,115	1,412	8
2018/19	2,682	265	10	22,767	1,575	7
2019/20	1,836	188	10	16,625	1,233	7
2020/21	2,583	237	9	21,344	1,229	6

How many adults at your school care about you? (Percentage responding 2 adults or more.)



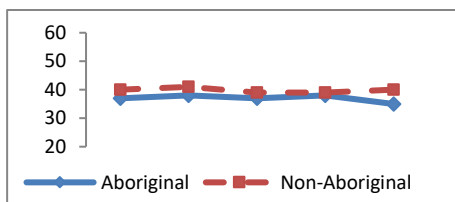
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more		Gr 10 Respondents #	Two adults or more	
		#	%		#	%
2016/17	2,298	1,448	63	18,449	11,836	64
2017/18	2,555	1,646	64	18,190	11,647	64
2018/19	2,822	1,782	63	22,327	14,071	63
2019/20	1,906	1,204	63	16,777	10,976	65
2020/21	2,605	1,565	60	21,557	13,007	60

Are you satisfied that school is preparing you for a job in the future?



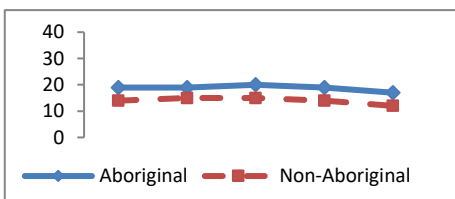
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	2,227	632	28	17,896	5,364	30
2017/18	2,511	754	30	17,744	5,383	30
2018/19	2,746	820	30	21,764	6,256	29
2019/20	1,853	540	29	16,359	4,700	29
2020/21	2,542	686	27	20,983	5,818	28

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	2,221	819	37	17,834	7,147	40
2017/18	2,500	939	38	17,716	7,191	41
2018/19	2,734	1,004	37	21,736	8,411	39
2019/20	1,861	706	38	16,334	6,418	39
2020/21	2,538	880	35	20,960	8,306	40

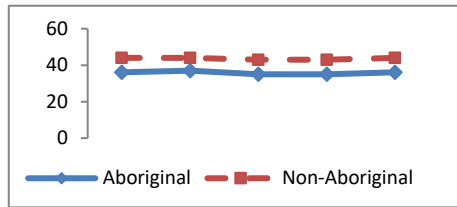
I would like to go to a different school.



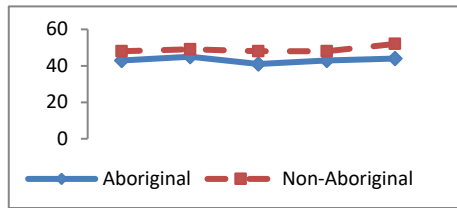
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
		#	%		#	%
2016/17	2,296	436	19	18,428	2,580	14
2017/18	2,556	481	19	18,174	2,747	15
2018/19	2,810	556	20	22,301	3,412	15
2019/20	1,900	353	19	16,737	2,376	14
2020/21	2,600	438	17	21,524	2,494	12

STUDENT LEARNING SURVEY RESULTS, GRADE 12

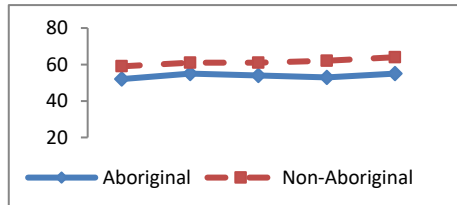
Do you like school?



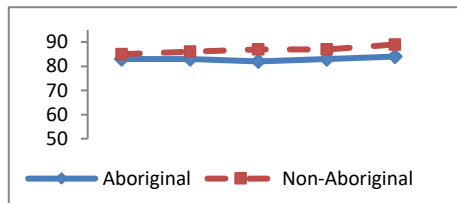
Do adults in the school treat all students fairly?



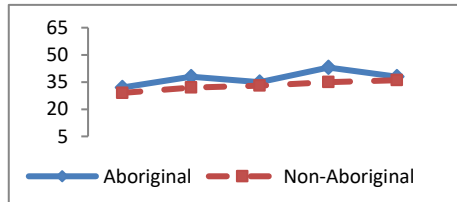
How many teachers help you with your schoolwork when you need it?



At school, do you respect people who are different from you (for example, think, act, or look different)?



At school, are you being taught about Aboriginal peoples in Canada?



Aboriginal

Non-Aboriginal

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,396	506	36	14,418	6,336	44
2017/18	1,554	572	37	14,721	6,419	44
2018/19	1,725	603	35	18,214	7,746	43
2019/20	1,204	416	35	12,950	5,558	43
2020/21	1,705	617	36	16,442	7,176	44

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,397	605	43	14,420	6,930	48
2017/18	1,556	705	45	14,736	7,203	49
2018/19	1,723	706	41	18,222	8,790	48
2019/20	1,202	515	43	12,968	6,175	48
2020/21	1,699	748	44	16,451	8,485	52

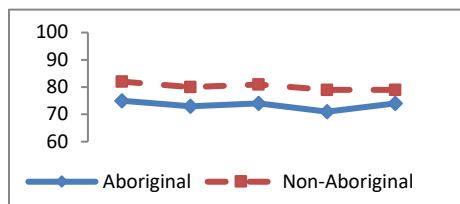
School Year	Gr 12 Respondents	All or many		Gr 12 Respondents	All or many	
	#	#	%	#	#	%
2016/17	1,354	709	52	13,952	8,296	59
2017/18	1,505	832	55	14,231	8,720	61
2018/19	1,672	907	54	17,617	10,795	61
2019/20	1,177	627	53	12,549	7,753	62
2020/21	1,654	902	55	15,815	10,091	64

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,368	1,142	83	14,078	12,014	85
2017/18	1,525	1,273	83	14,341	12,265	86
2018/19	1,692	1,392	82	17,860	15,576	87
2019/20	1,179	983	83	12,615	10,958	87
2020/21	1,662	1,402	84	15,958	14,203	89

School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,383	439	32	14,248	4,090	29
2017/18	1,544	579	38	14,497	4,658	32
2018/19	1,701	603	35	17,966	5,888	33
2019/20	1,199	514	43	12,735	4,444	35
2020/21	1,682	633	38	16,095	5,828	36

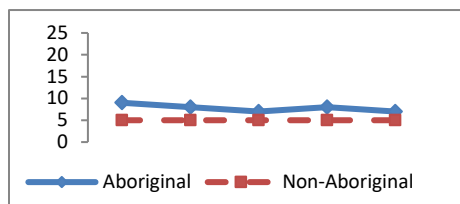
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



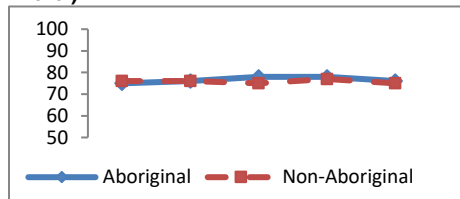
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,510	1,130	75	14,079	11,483	82
2017/18	1,538	1,128	73	14,581	11,684	80
2018/19	1,675	1,237	74	18,662	15,055	81
2019/20	1,182	836	71	12,833	10,123	79
2020/21	1,685	1,245	74	16,242	12,874	79

At school, are you bullied, teased, or picked on?



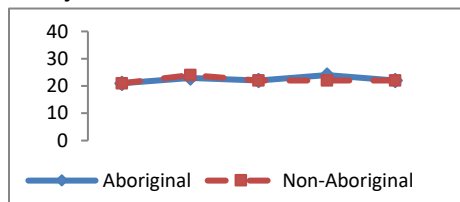
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,520	141	9	14,079	730	5
2017/18	1,544	124	8	14,593	785	5
2018/19	1,682	122	7	18,672	983	5
2019/20	1,183	98	8	12,816	688	5
2020/21	1,690	125	7	16,236	802	5

How many adults at your school care about you? (Percentage responding 2 adults or more.)



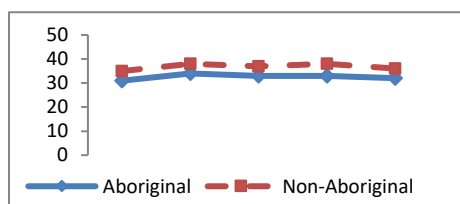
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2016/17	1,398	1,042	75	14,418	10,921	76
2017/18	1,552	1,187	76	14,731	11,244	76
2018/19	1,721	1,341	78	18,216	13,751	75
2019/20	1,205	939	78	12,948	9,950	77
2020/21	1,699	1,291	76	16,446	12,280	75

Are you satisfied that school is preparing you for a job in the future?



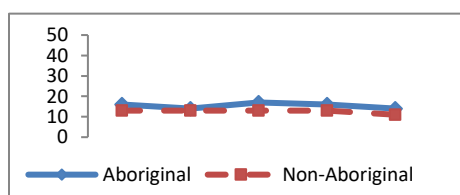
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,366	290	21	14,157	3,002	21
2017/18	1,527	354	23	14,372	3,383	24
2018/19	1,694	380	22	17,892	3,934	22
2019/20	1,191	288	24	12,621	2,736	22
2020/21	1,673	373	22	15,970	3,472	22

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,366	419	31	14,115	5,003	35
2017/18	1,521	524	34	14,346	5,487	38
2018/19	1,689	559	33	17,890	6,693	37
2019/20	1,190	389	33	12,606	4,736	38
2020/21	1,666	526	32	15,967	5,747	36

I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2016/17	1,394	230	16	14,403	1,810	13
2017/18	1,549	220	14	14,707	1,853	13
2018/19	1,720	294	17	18,189	2,378	13
2019/20	1,193	186	16	12,935	1,655	13
2020/21	1,700	231	14	16,423	1,758	11

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are eligible to graduate if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry of Education reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a B.C. public school.
On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a B.C. public school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.

Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	The number of first-time writers who responded successfully in the assessment, divided by the total number of students in that grade.
Performance (Foundation Skills Assessment)	<p>Until 2017/18, the student performance levels were:</p> <ul style="list-style-type: none"> • Not Yet Meeting - did not demonstrate sufficient skills to meet the minimum expectations for student's grade • Meeting - met the accepted expectations for student's grade • Exceeding - exceeded the expectations for student's grade <p>In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	<p>Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results:</p> <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centres; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering B.C. educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
Resident (student)	<p>Resident students are those for which the Ministry of Education will provide operating grant funding to boards of education or eligible independent schools.</p> <ul style="list-style-type: none"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-Year Completion Rate	<p>The proportion of students who graduate, with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia.</p> <p>The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of B.C. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 36). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 37).</p>
Students with Disabilities or Diverse Abilities (in groups)	<p>Groups include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities (12 Categories)	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	A school-aged or adult individual enrolled in a B.C. school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.